Government
Publications

SESSIONAL PAPERS.

VOL. XXII—PART II.

FOURTH SESSION OF SIXTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

SESSION 1890.

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LIST OF SESSIONAL PAPERS.

ARRANGED ALPHABETICALLY.

Title.	No.	Remarks.
Accounts (*Dominion and the Provinces*)	66	*Printed.*
Accounts, Public	18	"
Agricultural and Arts, Report	8	"
Agricultural College, Report	24	"
Agricultural and Experimental Union, Report	5	"
Agricultural Societies, Analysis	39	*Not Printed.*
Ardagh, Judge, commutation	44	*inted.*
Asylums, Report	10	"
Bail, recognizances of	68	*rinted.*
Ballot at School Elections	52	"
Beekeepers' Association, Report	78	"
Bi-lingual teaching	28	"
Births, Marriages and Deaths, Report	4	"
Blind Institute, Report	13	"
Borron's Report	87	"
Canada Temperance Act, where in force	(	*Printed.*
Canadian Institute, Report (*part of*)	(	"
Central Prison contracts	42	"
Common Gaols, Report	1	"
Crown Lands, Report	22	"
Custody of Title Deeds Act	2	*Not Printed.*
Dairy and Creamery Association, Report	49	*Printed.*
Deaf and Dumb Institute, Report	12	"
Departmental Reports, when presented	70	*Not Printed.*
Division Courts, Report	62	*Printed.*
Dogs, Act in force	27	"
Drainage, Tile	31	*Not Printed.*
Dundas and Waterloo Macadamized Road	71	"
Eden, John, claim of	61	*Not Printed.*
Education, Report	6	*Printed.*
do publication of Text Books	1	"
do language in the Schools	2	"
do regulations, French and German Schools	7	"
do orders in Council *re* Department	29	*Not Printed.*
do regulations by Department	30	"

Title.	No.	Remarks.
Education, superannuation Fund	33	*Printed.*
do study of English	34	*Not printed.*
do bi-lingual teaching	28	*Printed.*
do text book history	40	"
do case to Judges	43	"
do correspondence, French Schools	53	"
Elgin House of Industry, Report	41	*Not printed.*
Entomological Society, Report	17	*Printed.*
Estimates	19	"
Factories, Report	35	*Printed.*
Fines and Penalties remitted	68	"
French Schools. See *Education.*		
Fruit Growers, Report	20	"
Gaols and Prisons, Report	11	*Printed.*
German Schools. See *Education.*		
Gosnell *vs.* Swarthout	73	"
Grand River Navigation Co'y	79	"
Health, Report	72	*Printed.*
Hospitals, Report	14	"
Immigration, Report	23	*Printed.*
Industries, Bureau of, Report	80	"
Insurance, Report	3	"
Judicature Act, commutation	44	*Printed.*
Killarney, amount expended	60	*Not printed.*
do licenses granted	86	"
Legal Offices, Report	36	*Printed.*
Legislative Assembly, convening of	70	*Not printed.*
Magdalen Asylums, Report	15	*Printed.*
Mechanics' Institutes, Report (*part of*)	6	"
Mercer Estate	54	*Not printed.*
Municipal Debentures	59	"
Municipal Indebtedness	58	"
Ontario Agricultural and Experimental Farm, Report	24	*Printed.*
Ontario Agricultural and Experimental Union, Report	5	"
Ontario and Rainy River Railway papers	81	"
Ontario Shops Regulation Act, By-laws	38	"
Orphan Asylums, Report	15	"
Ottawa and Parry Sound Railway papers	81	"
Pine Trees, dues on	74	*Printed.*
Police Magistrates, appointment	67	"
Poor and Indigent Persons, relief of	37	"
Poultry Associations, Report	76	"

Title.	No.	Remarks.
Poultry and Pet Stock, Report	77	*Printed.*
Practical Science, Report (*part of*)	6	"
Prisons, Report	11	"
Provincial Revenue	83	"
Public Accounts	18	"
Public Lands Act, grants under	64	"
Public Works, Report	21	"
Queen Victoria Niagara Falls Park, Report	65	*Printed.*
Railway Aid Certificates	85	*Printed.*
do Papers	81	"
Receipts and Expenditures	83	"
Recognizances of Bail	68	"
Reformatories, Report	11	"
Refuge Houses of, Report	15	"
Registrars, Fees of	51	"
Registry Offices, Report	63	"
Revenue, Provincial	83	"
Scientific Societies (*part of*)	6	*Printed.*
Scott Act, where in force	67	"
Secretary and Registrar, Report	84	"
Sheep Act, where in force	27	"
Sheep Breeders' Association, Report	50	"
Shops Regulation Act, By-laws	38	"
Spencer, W. H., appointment of	45	"
Statutes Revised, distribution	25	*Not printed.*
Sugar Beet, Report on	48	*Printed.*
Superannuation	33	"
Surrogate Court, commutation of fees	44	"
Tavern and Shop Licenses, Report	9	*Printed.*
Temperance Act, where in force	67	"
Text Books, publication	1	"
Tile Drainage	31	*Not printed.*
Timber Dues	74	*Printed.*
Title Deeds Act, filings under	26	*Not printed.*
Titles, Master of, Report	69	*Printed.*
Toronto General Trusts Co'y, Report	32	*Not printed.*
Toronto Registry Office, disbursements	46	*Printed.*
Toronto University, debentures issued	55	"
do biological building	56	"
do students attending	57	"
do residence	75	*Not printed.*
do report (*part of*)	6	*Printed.*
do bursar's statement	47	"
Upper Canada College, Report (*part of*)	6	*Printed.*
do Bursar's statement	16	"
Upper Canada Improvement Fund	82	"

LIST OF SESSIONAL PAPERS.

Arranged in Numerical Order, with their titles at full length; the Dates when Ordered and when Presented to the Legislature; the name of the Member who moved for the same, and whether Ordered to be Printed or not.

CONTENTS PART I.

No. 1.. Return to an Order of the House of the sixth day of March, 1889, shewing the names of all publishers of Public School text books, with the respective books published by them and the prices thereof. Also, for copies of all correspondence by or with the Minister of Education or any officer of his Department respecting the price or publication of Public School text books, subsequent to that already brought down. Presented to the Legislature, 4th February, 1890.—*Mr. Preston.* (*Printed.*)

No. 2.. Return to an Order of the House of the eleventh day of March, 1889, shewing the number and location of Public Schools in Ontario in which any language other than English is used in the work of teaching, either wholly or in part. A list of text books in any language other than English used in such schools. The total number of scholars attending each of such schools. The number of scholars in each of such schools using text books in any language other than English. The number of teachers in such schools who cannot use the English language in teaching. Presented to the Legislature, 4th February, 1890.—*Mr. Craig.* (*Printed.*)

No. 3.. Report of the Inspector of Insurance for the year 1889. Presented to the Legislature, 3rd February, 1890. (*Printed.*)

No. 4.. Report of the Registrar-General, relating to the Registration of Births, Marriages and Deaths for the year 1888. Presented to the Legislature, 7th February, 1890. (*Printed.*)

No. 5.. Report of the Ontario Agricultural and Experimental Union for the year 1889. Presented to the Legislature, 7th April, 1890. (*Printed.*)

CONTENTS PART II.

No. 6.. Report of the Minister of Education for the year 1889, with the Statistics of 1888, in which is included the Reports of Mechanics' Institutes, Scientific Societies, Toronto University, School of Practical Science and Upper Canada College. Presented to the Legislature, 6th March, 1890. (*Printed.*)

No. 7.. Regulations and Correspondence relating to French and German Schools in the Province of Ontario. Presented to the Legislature, 31st January, 1890. (*Printed.*)

CONTENTS PART III.

No. 8.. Report of the Council of the Agricultural and Arts Association for the year 1889. Presented to the Legislature, 13th February, 1890. (*Printed.*)

No. 9.. Report on the working of the Tavern and Shop Licenses Acts for the year 1889. Presented to the Legislature, 6th February, 1890. *(Printed.)*

No. 10.. Report upon the Asylums for the Insane and Idiotic, for the year ending 30th September 1889. Presented to the Legislature, 28th February, 1890. *(Printed.)*

No. 11.. Report upon the Common Gaols, Prisons and Reformatories for the year ending 30th September, 1889. Presented to the Legislature, 3rd March, 1890, *(Printed.)*

CONTENTS PART IV.

No. 12.. Report upon the Institution for the Instruction and Education of the Deaf and Dumb, Belleville, for the year ending 30th September, 1889. Presented to the Legislature, 31st January 1890. *(Printed.)*

No. 13.. Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ending 30th September, 1889. Presented to the Legislature, 31st January, 1890. *(Printed.)*

No. 14.. Report upon the Hospitals of the Province, for the year ending 30th September, 1889. Presented to the Legislature, 12th March, 1890. *(Printed.)*

No. 15.. Report upon the Houses of Refuge and Orphan and Magdalen Asylums for the year ending 30th September, 1889. Presented to the Legislature, 20th March, 1890. *(Printed.)*

No. 16.. Bursar's Statement of Cash Transactions of the Upper Canada College for the year ending 30th June, 1889. Presented to the Legislature, 18th March, 1890. (*Printed.*)

No. 17.. Report of the Entomological Society for Ontario, for the year 1889. Presented to the Legislature, 31st March, 1890. (*Printed.*)

No. 18.. Public Accounts of the Province for the year 1889. Presented to the Legislature, 11th February, 1890. (*Printed.*)

CONTENTS PART V.

No. 19.. Estimates for the service of the Province until the Estimates for the year are finally passed. Presented 4th February, 1890. (*Not Printed.*) Estimates for the year 1890. Presented 12th February, 1890. (*Printed.*) Estimates for the service of the Province, until the estimates for the year are finally passed. Presented 10th March, 1890. (*Not Printed.*) Supplementary Estimates for the year 1890. Presented 3rd April, 1890. (*Printed.*)

No. 20.. Report of the Fruit Growers' Association for the year 1889. Presented to the Legislature, 24th March, 1890. (*Printed.*)

No. 21... Report of the Commissioner of Public Works for the year 1889. Presented to the Legislature, 18th February, 1890. (*Printed.*)

No. 22.. Report of the Commissioner of Crown Lands for the year 1889. Presented to the Legislature, 12th March, 1890. (*Printed.*)

No. 23.. Report of the Department of Immigration for the year 1889. Presented to the Legislature, 7th March, 1890. (*Printed.*)

No. 24.. Report of the Ontario Agricultural College and Experimental Farm for the year 1889. Presented to the Legislature, 24th March, 1890. (*Printed.*)

No. 25.. Statement as to the disposal of the Revised Statutes of Ontario for the year 1889. Presented to the Legislature, 3rd February, 1890. (*Not Printed.*)

No. 26.. Return to an Order of the House of the eighteenth day of March, 1889, shewing the number of documents filed under the "Custody of Title Deeds Act" up to the first day of January, 1889, and the amount of fees received. And shewing also, the amount paid in each Registration Division for the necessary books as required under the Act. Presented to the Legislature, 4th February, 1890.—*Mr. Wood, (Hastings.)* (*Not Printed.*)

No. 27.. Return to an Order of the House of the 18th day of March, 1889, shewing the Township Municipalities in which the Act to impose a tax on Dogs and for the Protection of Sheep is in force; the number of dogs assessed in such municipalities; the number of sheep killed and injured, and the amount paid for the same by such municipalities for the years 1886, 1887 and 1888 respectively. Also, shewing the municipalities in which a by-law is in force for the assessment of dogs without providing for damages to sheep, and the number of dogs so assessed for the above years, respectively. Presented to the Legislature, 4th February, 1890.—*Mr. Dryden.* (*Printed.*)

CONTENTS PART VI.

No. 28.. Extracts and Statements respecting Bi-lingual teaching in Great Britain, the United States and Canada. Presented to the Legislature 17th February, 1890. (*Printed.*)

No. 29.. Orders in Council, made in the year 1889 under the Revised Statutes of Ontario, 1887, Cap. 224, respecting the Education Department. Presented to the Legislature 6th February, 1890. (*Not printed.*)

No. 30.. Regulations made or revised by the Department of Education during the year 1889. Presented to the Legislature 6th February, 1890. (*Not printed.*)

No. 31.. Statement of the Returns made by Municipalities under the Tile, Stone, and Timber Drainage Act, R. S. O., 1887, Cap. 39, for the year 1889. Presented to the Legisluture 6th February, 1890. (*Not printed.*)

No. 32.. Statement of the affairs of the Toronto General Trusts Company under the provisions of 35 Vic., Cap. 83, Sec. 13. Presented to the Legislature 6th February, 1890. (*Not printed.*)

No. 33.. Return to an Order of the House of the thirteenth day of March, 1889, shewing in detail the number of Public School teachers who have accepted the terms heretofore imposed in regard to the Superannuation Fund and have withdrawn one-half of the amount paid in. The number of teachers who

have not accepted the terms, and shewing to what purposes the sums not already withdrawn are devoted, or how funded. Presented to the Legislature 7th February, 1890. *Mr. Blythe.* (*Printed.*)

No. 34.. Copy of a Minute of the Department of Education respecting the study of English in those schools in which the French or German language prevails. Presented to the Legislature 11th February, 1890. (*Not printed.*)

No. 35.. Report of the Inspectors of Factories for the year 1889. Presented to the Legislature 14th February, 1890. (*Printed.*)

No. 36.. Report of the Inspector of Legal Offices for the year 1889. Presented to the Legislature, 3rd April, 1890. (*Printed.*)

No. 37.. Supplementary Return to an Order of the House of the fourth day of February, 1889, shewing the amount paid out from municipal funds, either by direct grants or remission of taxes, in each city, town, village or rural municipality in the Province of Ontario during 1887 or 1888, for the relief of poor and indigent persons, but not including any sum paid for the support of a House of Industry or similar institution; the number of indigents a permanent charge upon any municipality in 1887 and 1888, and the number of such indigents who received temporary aid from municipal funds in 1887 and 1888. Presented to the Legislature 18th February, 1890. *Mr. Clarke* (*Wellington.*) (*Printed.*)

No. 38.. Return to an Order of the House of the twenty-fifth day of February, 1889, shewing the name of the municipalities which have passed by-laws under the authority of the "Ontario Shops Regulation Act," distinguishing between cases where such by-laws were passed without petitions in favour thereof. And shewing also, the date of the passing of each such by-law; the class or classes of shops to which each such by-law applied; the hour at, and the period of the year during which the respective classes of shops were by the by-law required to be closed, and which of such by-laws have been repealed. Presented to the Legislature 18th February, 1890. *Mr. Morgan.* (*Printed.*)

No. 39.. Analysis of Reports of County, Township and Horticultural Societies for the year 1888. Presented to the Legislature 20th February, 1890. (*Not printed.*)

No. 40.. A brief history of Public and High School Text-Books authorized for the Province of Ontario, 1846-1889. Presented to the Legislature 26th March, 1890. (*Printed.*)

No. 41.. Report of the Inspector of the Elgin House of Industry for the year 1889. Presented to the Legislature 20th February, 1890. (*Not printed.*)

No. 42.. Copy of an agreement between the Inspector of Prisons and Public Charities and H. A. Nelson & Sons, relative to the manufacture of brooms at the Central Prison. Also, of Order in Council approved by His Honour the Lieutenant-Governor, the fifteenth day of June, A.D. 1889, authorizing the said agreement. Also, of agreement between the Inspector of Prisons and Public Charities and the Brandon Manufacturing Company of Toronto (Limited), relative to the manufacture of woodenware at the Central Prison. Also, of Order in Council approved by His Honour the Lieutenant-Governor, the thirty-first day of December, A.D, 1889, authorizing the said agreement. Presented to the Legislature 11th March, 1890. (*Printed.*)

No. 43.. Return to an Order of the House of the tenth day of February, 1890, shewing a copy of the Case submitted by the Minister of Education for the opinion of the Judges of the Chancery Division of the High Court of Justice, as to the true construction of certain provisions of the Public School Act relating to Separate School supporters. Also, the answers given by the Judges to the questions submitted by the Case. Presented to the Legislature 24th February, 1890. *Mr. Meredith.* (*Printed.*)

No. 44.. Copy of an Order in Council increasing the commutation of the Surrogate Court fees payable to His Honour Judge Ardagh. Presented to the Legislature 25th February, 1890. (*Printed.*)

No. 45.. Return to an Address to His Honour the Lieutenant-Governor, of the nineteenth day of February, 1890, praying that he will cause to be laid before the House, a copy of the Order in Council appointing W. H. Spencer Police Magistrate for parts of the Districts of Muskoka and Parry Sound, and fixing his salary or emolument, and of the Commission issued to him as such Police Magistrate. Presented to the Legislature 25th February, 1890. *Mr. Marter.* (*Printed.*)

No. 46.. Return to an Order of the House of the twenty-first day of February, 1890, shewing the amount of disbursements connected with the Registrar of Deeds office in the City of Toronto for the year 1889, as follows :—(*a*) To the City of Toronto. (*b*) To the Deputy Registrar. (*c*) To other clerks and assistants. (*d*) For other purposes. Also, shewing the gross earnings of the Registrar for the year 1889, and the total amount received by the Registrar for his personal use ; and also a statement of the expenditure, if any, rendered necessary in consequence of the creation of the second Registrar for the City of Toronto, together with a copy of the report of any committee, or sub-committee of the Council of the City of Toronto shewing the necessity for new buildings for the accommodation of the registry officers, books, papers, documents and like matter relating to said city. Presented to the Legislature 28th February, 1890. *Mr. H. E. Clarke* (*Toronto.*) (*Printed.*)

No. 47.. Bursar's statement of cash transactions of the University of Toronto for the year ending 30th June, 1889. Presented to the Legislature 3rd March, 1890. (*Printed.*)

No. 48.. Report of Robert H. Lawder upon the cultivation of the sugar beet in Ontario. Presented to the Legislature 4th March, 1890. (*Printed.*)

No. 49.. Report of the Dairy and Creamery Association of the Province for the year 1889. Presented to the Legislature 4th March, 1890. (*Printed.*)

No. 50.. Report of the Sheep Breeders' Association of Ontario for the year 1889. Presented to the Legislature 5th March, 1890. (*Printed.*)

No. 51.. Statement of the Returns forwarded to the office of the Provincial Secretary of all the fees and emoluments received by the Registrars of Ontario for the year 1889, made in accordance with the provisions of R. S. O., 1887, Cap. 114, Sec. 100, with which are contrasted receipts of the same nature in 1887 and 1888. Presented to the Legislature 5th March, 1890. (*Printed.*)

No. 52.. Return to an Order of the House of the nineteenth day of February, 1890, shewing the number and designation of School Boards in the cities, towns and incorporated villages in Ontario which have adopted the use of the

ballot at annual school elections under section 103 of chapter 225 R. S. O., with the number of School Boards in cities, towns and villages which have not adopted the ballot for such purposes. Presented to the Legislature 5th March, 1890. *Mr. Clarke* (*Wellington.*) (*Printed.*)

No. 53.. Papers and Correspondence respecting French Schools. Presented to the Legislature 6th March, 1890. (*Printed.*)

No. 54.. Return to an Order of the House of the twenty-eighth day of February, 1890, shewing in detail the amount, if any, paid out by the Crown on behalf of lots 83 and 84 in the 3rd concession south-west Toronto and Sydenham road, being a portion of the Mercer estate ; also, shewing the amounts received for the sale of the same, and copies of all correspondence relating thereto. Presented to the Legislature 10th March, 1890. *Mr. Blythe.* (*Not printed.*)

No. 55.. Return to an Order of the House of the twenty-eighth day of February, 1890, specifying the amount of debentures issued on the credit of the permanent fund of the University of Toronto under the authority of section 5 of chapter 231, R. S. O., the amount realized by the sale of such debentures and the buildings, for the erection or alteration of which the money thus raised has been appropriated, with the estimated cost of the work done, or to be done, on each building. Presented to the Legislature 11th March, 1890. *Mr. Balfour.* (*Printed.*)

No. 56.. Return to an Address to His Honour the Lieutenant-Governor of the twenty-eighth day of February, 1890, praying that he will cause to be laid before the House a Return of a copy of the Order in Council authorizing the erection of the building known as the Biological Building in connection with the University of Toronto. Also, of any resolutions, recommendations or memorials from the Senate or Board of Trustees, asking for the appropriation of money for this purpose out of the permanent fund of the University, and of any contract that may have been let for additions to the building not yet completed. Presented to the Legislature 11th March, 1890. *Mr. Balfour.* (*Printed.*)

No. 57... Return to an Order of the House of the twenty-eighth day of February, 1890, shewing the total attendance of students matriculated and non-matriculated of each sex in University College from 1880 to 1890 inclusive. The number of graduates who have during each of these years lived in the College residence. The number of graduates who retained their rooms in residence during 1888, 1889 and 1890. The receipts and expenditures for the year 1888 and 1889, including list of water, fuel and gas and what proportion of the interior of the building is devoted to residence purposes. Presented to the Legislature 11th March, 1890. *Mr. Wood,* (*Hastings.*) (*Printed.*)

No. 58.. Statement of Returns transmitted by Municipal Councils to the office of the Provincial Secretary of the several debts of the corporation as they stood on the 31st day December, 1889, in accordance with the provisions of Section 382, Cap. 184, R. S. O., 1887. Presented to the Legislature 11th March, 1890. (*Not printed.*)

No. 59.. Statement of Returns transmitted by Municipal Corporations to the office of the Provincial Secretary of the debentures issued by them up to the 31st day of December, 1889, in accordance with the provisions of Section 5,

Cap. 186, R.S.O., 1887. Presented to the Legislature 11th March, 1890. (*Not printed.*)

No. 60.. Return to an Order of the House of the third day of March, 1890, shewing the amount expended in the year 1883, in Killarney out of the appropriation for Colonization Roads, with the dates and items, and persons to whom, and purposes for which the moneys were expended. Presented to the Legislature 12th March, 1890. *Mr. Monk.* (*Not printed.*)

No. 61.. Return to an Order of the House of twenty-eighth day of February, 1890, respecting the claim of John Eden, of Aylmer, for work done in digging wells by direction of Coroner McLay in connection with the enquiry made by him as to the death of one Gilford Williams, who was supposed to have been murdered, and for a statement in detail of all expenditure incurred in connection with the said enquiry, shewing the persons to whom any moneys were paid, and the dates when and the purposes for which the same were paid or expended. Presented to the Legislature 11th March, 1890. *Mr. Meredith.* (*Not printed.*)

No. 62.. Report of the Inspector of Division Courts for the year 1889. Presented to the Legislature 14th March, 1890. (*Printed.*)

No. 63.. Report of the Inspector of Registry Offices for the year 1889. Presented to the Legislature 14th March, 1890. (*Printed.*)

No. 64.. Return (in part) to an Order of the House of the fifth day of February, 1890, giving the dates, number of acres, location or other description of each Free Grant made since the first day of July, 1857, under the authority of section thirteen of "The Public Lands Act," or the like section in force from time to time, with the names of the persons or corporations to whom each of these grants were made, with the purposes for which they were made. Also, all correspondence respecting these grants or any other grants applied for under the said section during the said period. Presented to the Legislature 19th March, 1890. *Mr. Creighton.* (*Printed.*)

No. 65.. Report of the Commissioners for Queen Victoria Niagara Falls Park for the year 1889. Presented to the Legislature 20th March, 1890. (*Printed.*)

No. 66.. Correspondence relative to the Accounts between the Provinces of Ontario and Quebec and the Dominion of Canada. Presented to the Legislature 20th March, 1890. (*Printed.*)

No. 67.. Return to an Order of the House of the twenty-eighth day of February, 1890, shewing the number of Counties in the Province of Ontario, in which the Temperance Act of 1878 was in force on the first day of May, 1885. The number of County Councils to which it was submitted, prior to the first day of May, 1887, a Resolution affirming the expediency of the appointment of a salaried Police Magistrate, in compliance with 48 Vic., Cap. 17, Sec. 1. The names of the Counties in which such resolution was carried. The names of the Counties in which such resolution was lost. Also, number of Counties in which Police Magistrates were appointed under 50 Vic., Cap. 111, Sec. 1. Presented to the Legislature 20th March, 1890. *Mr. McLaughlin.* (*Printed.*)

No. 68.. Return to an Address to His Honour the Lieutenant-Governor of the nineteenth day of February, 1890, praying that he will cause to be laid before the House a Return of all cases in which fines or penalties imposed by

any Court have been remitted, or proceedings for the recovery of them have been stayed by the action of the Executive Government, or any member thereof, and of all cases in which persons liable upon recognizances of Bail have been released from liability or the proceedings against them have been stayed by the like action, with the reasons for the action taken in each case and also for copies of all Orders in Council relating to the said matters. Such Return to include the year 1873 and to continue down to the present time. Presented to the Legislature 24th March, 1890. *Mr. French.* (*Printed.*)

No. 69.. Report of the Master of Titles for the City of Toronto and County of York, under the Land Titles' Act for 1889. Also, Return of Fees received by the Master. Presented to the Legislature 25th March, 1890. (*Printed.*)

No. 70.. Return to an Order of the House of the eleventh day of February, 1890, shewing the dates in each year from 1884 to 1889, both inclusive, on which the Legislative Assembly of Ontario was convened and prorogued respectively. The dates during each Session of the Legislative Assembly on which all the several reports printed by order of the Legislative Assembly were presented during the same years. Presented to the Legislature 26th March, 1890. *Mr. Clancy.* (*Not printed.*)

No. 71.. Return to an Address to His Honour the Lieutenant-Governor, of the twenty-first day of March, 1890, praying that he will cause to be laid before the House a Return of copies of any correspondence between the Ontario and Dominion Governments, or between the former and any Corporation or person, relating to the ownership, sale or lease of the Dundas and Waterloo macadamized road, together with copies of any papers in the possession of the Government relating thereto, subsequent to that already brought down in the year 1886. Presented to the Legislature 26th March, 1890. *Mr. McMahon.* (*Not printed.*)

CONTENTS PART VII.

No. 72.. Report of the Provincial Board of Health for the year 1889. Presented to the Legislature 28th March, 1890. (*Printed.*)

No. 73.. Return to an Order of the House of the twelfth day of March, 1890, of a copy of the Judgment pronounced by the Honourable Mr. Justice Robertson, in an action in the High Court of Justice, wherein John J. Gosnell is plaintiff and Isaac Swarthout and others are defendants, and copies of all correspondence between the License Commissioners for the East Riding of the County of Kent, and the Provincial Secretary or any other member or officer of the Government on the subject of the granting of the licenses which were in question in the said action. Also, copies of all minutes of the Commissioners, with regard to the granting of said licenses, and all reports relating thereto. Presented to the Legislature 28th March, 1890. *Mr. Meredith.* (*Printed.*)

No. 74.. Return to an Order of the House of the nineteenth day of February, 1890, shewing what applications have been made for payments out of the Consolidated Revenue under the provisions of Section 4 of Chapter 4, 43 Victoria, in respect of the dues on pine trees. Also, shewing what is the aggregate sum which, up to the first day of February last, the patentees of lands, subject to the provisions of the Act, are entitled to receive out of the dues collected on pine trees cut after the date of their patents. Presented to the Legislature 28th March, 1890. *Mr. Marter.* (*Printed.*)

No. 75.. Return to an Address to His Honour the Lieutenant-Governor of the twenty-first day of March, 1890, praying that he will cause to be laid before the House, copies of any papers, memorials or petitions addressed to the Lieutenant-Governor in Council, or to any member of the Government, since the late partial destruction of the Provincial University building, for or against the maintenance of a residence in connection with that institution. Presented to the Legislature 31st March, 1890. *Mr. Balfour.* (*Not printed.*)

No. 76.. Report of the Poultry Association of Ontario for the year 1889. Presented to the Legislature 31st March, 1890. (*Printed.*)

No. 77.. Report of the Eastern Ontario Poultry and Pet Stock Association for the year 1889. Presented to the Legislature 31st March, 1890. (*Printed.*)

No. 78.. Report of the Ontario Bee-keepers' Association for the year 1889. Presented to the Legislature 31st March, 1890. (*Printed.*)

No. 79.. Return to an Address to His Honour the Lieutenant-Governer of the twenty-first day of March, 1890, praying that he will cause to be laid before the House a copy of a Petition presented to His Honour the Lieutenant-Governor from the Municipal Corporation of the Village of Cayuga, relating to the Grand River Navigation Company. Also, for a copy of all correspondence relating thereto. Presented to the Legislature 31st March, 1890. *Mr. Harcourt.* (*Printed.*)

No. 80.. Report of the Bureau of Industries for the year 1889. Presented to the Legislature 1st April, 1890. (*Printed.*)

No. 81... Papers and Documents relating to the Ontario and Rainy River Railway Company and the Ottawa and Parry Sound Railway Company. Presented to the Legislature 2nd April, 1890. (*Printed.*)

No. 82.. Documents and papers relating to the Upper Canada Improvement Fund. Presented to the Legislature 2nd April, 1890. (*Printed.*)

No. 83 . Return to an Order of the House of the fifth day of March, 1890, shewing in tabulated form a statement of Provincial Revenue from all sources, for each year since Confederation to the close of 1889, specifying such annual receipts under the various headings used in the Public Accounts of the Province. A similar statement of Provincial expenditure during the same period. Presented to the Legislature 2nd April, 1890. *Mr. Clarke,* (*Wellington.*) (*Printed.*)

No. 84.. Report of the Secretary and Registrar of the Province for the year 1889. Presented to the Legislature 2nd April, 1890. (*Printed.*)

No. 85.. Return to an Order of the House of the fifth day of March, 1890, shewing the amount still to be paid on Railway Aid Certificates issued by the Province, with the dates when the same became due and payable. Also, shewing the amounts of Annuity Certificates issued by the Province with the dates when they become due and payable. Also, an Estimate of the present value of the said Railway Aid Certificates and Annuity Certificates respectively. Also, specifying the amount to be paid on account of principal and interest respectively in each year during the currency of said Certificates. Presented to the Legislature 2nd April, 1890. *Mr. Balfour.* (*Printed.*)

No. 86.. Return to an Order of the House of the twenty-eighth day of February, 1890, shewing the number of Shop and Tavern Licenses granted to persons resident in Killarney in each of the years 1888 and 1889 and the names of the persons to whom they were respectively granted. Also, for copies of all petitions for or against the granting of such licenses or any of them, and of all correspondence between the head, or any officer of the License Branch of the Department of the Provincial Secretary, and any other person on the subject of the granting or working of such licenses, or any of them, and shewing also, the population of Killarney during the same years. Presented to the Legislature 2nd April, 1890. *Mr. Meacham.* (*Not printed.*)

No. 87... Report of E. B. Borron, upon the resources of the northerly part of the Province of Ontario and his explorations therein. Presented to the Legislature 7th April, 1890. (*Printed.*)

REPORT

OF THE

MINISTER OF EDUCATION

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1889.

WITH THE STATISTICS OF 1888.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST.
1890.

TABLE OF CONTENTS.

GENERAL REPORT OF THE MINISTER, 1889.

Report of the Minister of Education for the year 1889 with the Statistics of 1888.

I.—Public Schools. Page.

1. School Population, Attendance ..... xii.
2. Classification of Pupils ..... xv.
3. Teachers' Certificates, Salaries ..... xvi.
4. Schools and School Houses, Maps, etc ..... xviii.
5. Receipts and Expenditure ..... xix.
6. Roman Catholic Separate Schools ..... xx.

II.—Roman Catholic Separate Schools ..... xx.

III.—High Schools (*including Collegiate Institutes*).

1. Receipts, Expenditure, Attendance, etc ..... xxi.
2. Classification, etc ..... xxii.
3. Entrance Examinations ..... xxiii.

IV.—Professional Training of Teachers.

1. *County Model Schools* ..... xxiv.
2. *Normal and Provincial Model Schools* ..... xxv.
3. *Training Institutes* ..... xxv.

V.—Departmental Examinations ..... xxvi.
VI.—Teachers' Institutes ..... xxvii.
VII.—Mechanics' Institutes and Free Libraries ..... xxviii.
VIII.—Review, 1882-1889 ..... xxxii.
IX.—Arbor Day ..... xxxviii.

APPENDICES.

Appendix A.—*Statistical Tables, 1888.*

1.—*Public Schools.*

I.—Table A.—School Population, Total and Average Attendance, etc 4
II.—Table B.—Reading Classes—Pupils in the different branches of instruction 10
III.—Table C.—Public School Teachers, Salaries, etc 18
IV.—Table D.—Public School Houses, Prayers, Maps, etc 20
V.—Table E.—Receipts and Expenditure—Cost per Pupil 22
VI.—Table F.—Roman Catholic Separate Schools 28

APPENDIX A.—*Continued.* PAGE

2. *Collegiate Institute and High Schools.*

VII.—TABLE G.—Receipts and Expenditure, Attendance, Cost per Pupil, etc..... 36
VIII.—TABLE H.—Classification of Pupils..... 42
IX.—TABLE I.—Miscellaneous, School Houses, etc..... 48

3. *General Statistical Abstract, etc.*

X.—TABLE K.—Protestant Separate Schools..... 54
XI.—TABLE L.—General Statistical Abstract..... 56

APPENDIX B.—*Proceedings for the year 1889.*

1. Orders in Council..... 58
2. Minutes of Department..... 59
3. Circulars from the Minister..... 60
Apportionment of Legislative Grant, 1889..... 67

APPENDIX C.—*Provincial Normal and Model Schools, 1889.*

1. Toronto Normal School..... 80
2. Ottawa Normal School..... 80
3. Toronto Model School..... 81
4. Ottawa Model School..... 81

APPENDIX D.—*County Model Schools, 1889.*

1. Statistics of County Model Schools..... 82

APPENDIX E.—*Teachers' Institutes, 1889.*

1. Ontario Teachers' Association—Report..... 84
2. Financial Statement, 1888..... 88

APPENDIX F.—*Departmental Examinations, 1889.*

Admission of Candidates to Collegiate Institutes and High Schools..... 89

APPENDIX G.—*Certificates, 1889.*

1. Names of persons who have received Inspectors' Certificates..... 94
2. do do Examiners' Certificates..... 94
3. do do High School Masters' Certificates..... 94
4. do do qualified as High School Assistant..... 94
5. Number of Public School Teachers' Certificates..... 95
6. List of Provincial Certificates granted by he Department..... 96
7. Kindergarten Teachers..... 99
8. Summer Classes. Zoology, Music..... 100
9. Temporary and Extended Certificates..... 100

APPENDIX H.—*Superannuated Teachers, Teachers withdrawing from the Fund, 1889.*

1. Superannuated Teachers..... 102
(1) Allowance granted during 1889..... 102
(2) Summary for years 1887 to 1888..... 103
2. Teachers who withdrew from the Fund during 1889..... 103

APPENDIX I.—*Inspection of Schools, 1889.* PAGE

1. *Public School Inspection, 1889.*

(1) List of Inspectors..... 104
(2) Extracts from Reports of Inspectors..... 105

2. *Roman Catholic Separate School Inspection, 1889.*

(1) Report of J. F. White, Esq., Inspector, Western Division 173
(2) Report of C. Donovan, Esq., M.A., Inspector, Eastern Division..... 145

3. *Indian School Inspection, 1888-9.*

Extracts from Reports of Inspectors..... 148

4. *High School Inspection, 1888-9.*

1. Report of J. E. Hodgson, Esq., M.A., Inspector Eastern Division..... 175
2. Report of John Seath, Esq., B.A., Inspector Western Division..... 183

APPENDIX K.—*Mechanics' Institutes, Free Libraries, Art Schools, 1888-9.*

Report of Dr. May, Superintendent 215
Mechanics' Institute and Free Libraries..... 215
Art Schools..... 209
1. Report of the Brockville Art School, 1888-9..... 209
2. Report of the Hamilton Art School, 1888-9..... 270
3. Report of the Kingston Art School, 1888-9..... 274
4. Report of the London Art School, 1888-9 275
5. Report of the Ottawa Art School, 1888-9..... 276
6. Parkdale 280
7. Report of the Toronto School of Art, 1888-9 282
8. West End Branch 282
9. Report of the Ontario Society of Artists, 1888-9..... 284

APPENDIX L.—*Scientific Societies, 1888-9.*

1. Report of the Canadian Institute, Toronto, 1888-9..... 286
2. Report L'Institut Canadien Français de la Cite d'Ottawa 286
3. Report of the Ottawa Literary and Scientific Society, 1888-9..... 288
4. Report of the Hamilton Association, 1888-9..... 294
5. Report of the Athenæum and St. Patrick's Literary Association of Ottawa, 1888-9 298

APPENDIX M.—*University of Toronto, etc., 1888-9.*

UNIVERSITY OF TORONTO; UNIVERSITY COLLEGE, TORONTO; SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1888-9.

1. Annual Report of the University of Toronto, 1888-9..... 300
2. do do Councils of the University of Toronto and University College..... 301
3. do do School of Practical Science, Toronto, 1888-9..... 307

APPENDIX N.—*Miscellaneous, 1888-9.*

UPPER CANADA COLLEGE, TORONTO, 1888-9..... 313
HIGH SCHOOLS, (*including Collegiate Institutes*), December, 1889. LIST OF HEAD MASTERS AND ASSISTANTS 318

GENERAL REPORT, 1889.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1889,

WITH THE STATISTICS OF 1888.

To the Honorable Sir Alexander Campbell, K.C.M.G.,

Lieutenant-Governor of the Province of Ontario:

May it Please Your Honor:

I herewith present the Report of the Education Department for the year 1889, together with the statistics for the year 1888. The several comparative statements submitted will, I trust, be found worthy of perusal.

I.—PUBLIC SCHOOLS.

1.—School Population—Attendance.

School Population.

The school population of the Province, as ascertained through the assessors for the last twelve years, is as follows:—

Year.	School Age.	School population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of Pupils registered.	Boys.	Girls.
1877	5—16	494804	1430	488553	877	490860	261070	229790
1878	5—16	492360	1358	486802	855	489015	260400	228615
1879	5—16	494424	1255	485040	717	487012	259056	227956
1880	5—16	489924	1221	481154	670	483045	255677	227368
1881	5—16	484224	1463	474303	502	476268	251661	224607
1882	5—16	483817	1352	469751	409	471512	246966	224546
1883	5—16	478791	1165	462887	317	464369	243671	220698
1884	5—16	471287	1115	465374	428	466917	244532	222385
1885	5—21	583147	847	471235	376	472458	249175	223283
1886	5—21	601204	1273	485624	599	487496	257030	230466
1887	5—21	611212	1569	491242	401	493212	259083	234129
1888	5—21	615353	1671	493237	415	495323	259485	235838

The average attendance of rural pupils was 46 per cent. of the registered attendance, while in towns it was 59 per cent. and in cities 62 per cent. The County of Waterloo

Note.—The Minister's Report (for purposes of comparison with previous years in which R. C. Sep. schools were included with public schools) includes R. C. Sep. schools. In the Statistical Tables, A, B, C, D, E, the separate schools are excluded.

furnishes the highest average—53 per cent.—for the rural districts; the town of Pembroke furnishes the highest average—viz., 72 per cent.—for the towns; and the City of Hamilton the highest average—viz., 71 per cent.—for the cities. The other extremes are reached by the Districts with 36 per cent., Sault Ste. Marie 41, Gravenhurst and Penetanguishene 43 per cent., and Belleville 56 per cent. The average for the Province as a whole is 50 per cent., the same as last year. The divisor used to ascertain this average attendance is, in all cases, the *legal* number of teaching days.

Attendance.

The following table shows the attendance for the periods therein named:—

Year.	Attendance less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to whole year.	Average attendance.	Percentage of average attendance to total number attending school.	Pupils between 7-13 not attending school for 100 days during the year, (up to 1881, 7-12 and 110 days.
1877.....	43675	88581	127331	109697	100676	20900	217184	44	25974 (7-12) 110 days.
1878.....	42096	87634	121042	106550	107977	23716	224588	46	27415 (7-12) 110 "
1879.....	44580	84767	123481	103341	107328	23515	219442	45	27409 (7-12) 110 "
1880.....	44973	85453	121357	101557	105032	24673	220068	45	30195 (7-12) 110 "
1881.....	45881	82796	119477	103144	104009	20961	215264	45	29143 (7-12) 110 "
1882.....	43610	81621	117941	102644	107814	17882	214176	45	87444 (7-13) 100 "
1883.....	41724	78628	115927	103443	108820	15827	215561	46	88432 (7-13) 100 "
1884.....	40761	76124	114974	103997	112539	18522	221861	48	90959 (7-13) 100 "
1885.....	43567	77866	119756	103425	115400	12444	225907	48	91269 (7-13) 100 "
1886.....	43620	76850	117572	106200	128336	14918	239044	49	93375 (7-13) 100 "
1887.....	44374	75788	116477	108974	133279	14320	245152	50	89628 (7-13) 100 "
1888.....	45379	75912	115785	108776	134148	15323	245789	50	87874 (7-13) 100 "

Compulsory Attendance.

In previous reports I have called attention to the power conferred by section 209 of the Public Schools Act upon trustees to compel the attendance at school of children between 7 and 13 years of age, for a period of at least 100 days each year. From the foregoing table it is quite evident that these compulsory powers are not exercised. In 1882 the number of absentees between the ages named was 87,444; in 1888 they numbered 87,874. From a more detailed examination of the returns for 1888 it will be seen that 78,142 of those were from counties or rural districts having a gross registered

attendance of 353,357. That is to say, 22 per cent. of the rural school population attended school less than 100 days in the year, In towns the absentees numbered 7,088 out of a registered attendance of 54,489, or about 13 per cent. ; in cities they numbered 2,644 out of a registered attendance of 56,354, or about four and one-half per cent.

2.—Classification of Pupils.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	6th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	Music.	Grammar and Composition.	Temperance and Hygiene.
1877	152002	108678	135824	72871	19857	1628	396006	402248	153036	375951	168942	226977	18984
1878	151474	111360	132144	74729	17891	1417	400750	411216	161368	381401	167890	219940	30467
1879	155861	110093	130013	74368	15622	1055	398340	417457	160672	294405	160906	218253	27846
1880	156527	109065	126758	75564	13649	1482	399867	418524	158789	289378	155346	215743	30002
1881	161463	107458	120725	73754	11442	1426	398598	417708	177102	283060	159579	210616	33641
1882	164810	106229	117352	71740	10357	1024	398404	419557	176434	280517	158694	209184	33926
1883	164035	106482	113980	70104	8919	849	409016	415786	222095	273397	147283	208949	56351
1884	167722	106017	112873	70713	8698	894	416588	422076	247715	280953	150510	220566	52996
1885	181221	98378	108984	74749	9126	.....	432225	437810	310187	305031	165334	242125	60948
1886	192020	98511	108360	80574	8031	.....	456488	459756	364970	306220	187541	255694	75286
1887	192361	100533	108096	81984	10238	.....	466389	469445	395097	316791	203567	270856	71525
1888	192417	100424	109191	82942	10349	.....	471548	477030	411272	329069	222829	285022	141592

3.—Teachers' Certificates—Salaries.

Teachers' Certificates.—Summary from 1877 to 1888:—

Year.	Public School Teachers.	Males.	Females.	1st Class.	2nd Class.	3rd Class.	Other Certificates, including old County Board, etc.
1877	6468	3020	3448	250	1304	3926	988
1878	6473	3060	3413	210	1409	3904	950
1879	6596	3153	3443	253	1601	3836	906
1880	6747	3264	3483	239	1875	3706	927
1881	6928	3362	3560	258	1970	3828	872
1882	6857	3062	3795	246	2169	3471	971
1883	6911	2829	4082	211	2167	3426	1107
1884	7085	2789	4296	235	2237	3420	1193
1885	7218	2744	4474	254	2358	3592	1014
1886	7364	2727	4637	251	2465	3677	971
1887	7594	2718	4876	252	2553	3865	924
1888	7796	2824	4972	258	2651	3971	916

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, Province.	Average salary, female teacher, Province.	Average salary, male teacher, Counties.	Average salary, female teacher, Counties.	Average salary, male teacher, Cities.	Average salary, female teacher, Cities.	Average salary, male teacher, Towns.	Average salary, female teacher, Towns.	No. of teachers who attended Normal Schools.
1877.....	1100	398	264	379	251	735	307	583	269	1084
1878.....	1200	407	266	382	247	730	313	577	274	1133
1879.....	1000	409	268	383	249	732	316	616	270	1374
1880.....	1000	410	269	382	241	743	324	564	256	1636
1881.....	1100	410	265	384	240	755	330	562	261	1799
1882.....	1100	415	269	385	248	742	331	576	273	1873
1883....	1200	422	271	394	252	764	362	605	277	1853
1884.....	1200	426	279	404	264	771	364	612	283	1941
1885.....	1200	427	281	405	267	776	359	612	287	2161
1886.....	1200	424	290	400	270	794	401	617	288	2343
1887.....	1450	425	292	398	271	832	382	619	289	2434
1888.....	1500	424	292	396	268	860	388	601	290	2531

4.—Schools and School Houses, Maps, etc.

Year.	No. of Schools established.	No. of Schools open.	Total No. of School Houses.	Brick.	Stone.	Frame.	Log.	Schools using Maps.	Total No. of Maps.	No. legal teaching days open.
1877	5219	5140	5148	1445	526	2446	731	4666	37493	204
1878	5041	4990	5066	1569	511	2281	705	4670	38995	206
1879.....	5155	5123	5147	1633	520	2301	693	4744	39987	208
1880.....	5195	5137	5182	1666	513	2297	706	4752	40104	208
1881	5288	5238	5278	1695	521	2372	690	4740	39719	208
1882.....	5255	5203	5227	1774	502	2306	645	4738	39372	206
1883.....	5316	5252	5284	1820	504	2343	617	5119	39812	207
1884.....	5375	5316	5344	1879	511	2323	631	5163	40022	208
1885.....	5443	5395	5401	1954	516	2317	614	5217	40116	208
1886.....	5453	5437	5454	1976	514	2357	607	5278	40663	208
1887.....	5532	5506	5549	2047	525	2386	591	5299	40711	208
1888.....	5590	5569	5626	2086	532	2424	584	5353	44971	208

There are now 5,626 school houses in the Province, distributed as follows: 5,209 in rural districts, 230 in towns, and 187 in cities. The log school house is fast disappearing, there being only 584 in 1888, as against 1,466 in 1850. In the same period, brick school houses have increased from 99 to 2,086. 5,497 school houses are freehold and 129 rented. The number of maps now used amounts to 44,971. In 1850 there were only 1,814.

5.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative Grants.	Municipal School Grants and Assessments.	Clergy Reserves Fund, Balances and other sources.	Total receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	Average cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1877	251962	2422432	730687	3405081	2038099	47539	477393	510458	3073489	6 26
1878	258539	2278040	694986	3231565	2011208	42507	413393	422239	2889347	5 91
1879	252566	2307223	654051	3213840	2072823	32622	306026	421614	2833085	5 82
1880	263454	2321929	669447	3254830	2113180	25222	249390	434261	2822053	5 85
1881	258297	2352556	648385	3259238	2105019	14022	280460	443770	2844271	5 92
1882	265738	2447214	757038	3469990	2144449	15583	341918	525025	3026975	6 42
1883	265167	2538042	767222	3570731	2210187	20275	312342	565626	3108430	6 69
1884	267084	2675621	780433	3723138	2296027	17732	341198	625905	3280862	7 02
1885	264419	2680121	868526	3813066	2327059	20230	373405	592015	3312700	7 01
1886	265912	2826376	901195	3993483	2385464	32699	414238	625298	3457699	7 09
1887	268722	3084352	978282	4331357	2458540	27509	544520	711534	3742104	7 59
1888	274511	3080995	1100846	4456352	2521537	29382	575973	732473	3859365	7 75

Notwithstanding the large expenditure for school sites and buildings and the large increase to the teaching staff of the country, the cost per pupil has but slightly increased in twelve years. In 1888 it was 16 cents per pupil more than in 1887. The average cost per pupil on the number enrolled in 1888, for counties was $6.96; for cities, $12.87; and for towns, $7.56, or an average of $7.75 for the Province. In 1877 the average cost was for counties, $6.01; for cities, $7.52; for towns, $6 51, or an average of $6.26 for the Province.

II—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools — Expenditure— Teachers.				Number of Pupils—Studies.							
	No. of Schools open.	Total Receipts.	Total Expenditure.	No. of Teachers.	No. of Pupils.	No. in Reading.	No. in Writing.	No. in Arithmetic.	No. in Geography.	No. in Grammar.	No. in Drawing.	No. in Temperance and Hygiene.
		$	$									
1877....	175	120266	114806	334	24952	23716	17932	17961	13154	11174	.....	.....
1878....	176	127549	120559	333	25280	25280	19381	20111	14668	11806	.....	.....
1879....	191	129092	122831	346	24779	24779	19059	19965	13668	11469	5134	.....
1880....	196	136873	128463	344	25311	25311	21914	20716	14875	11968	6000	.....
1881....	195	137074	123724	374	24819	24819	19726	20473	14636	11909	6814	.....
882....	193	166739	154340	390	26148	26148	21052	21524	13900	11695	7548	2033
1883....	194	166289	153611	397	26177	26177	22016	22111	14074	12805	10178	2978
1884....	207	190454	176477	427	27463	27463	23139	23705	15108	13637	12220	5082
1885....	218	218096	204531	453	27590	27590	23377	24823	16122	14518	16575	5241
1886....	224	193908	179730	461	29199	29199	26803	26940	17925	17412	20643	7614
1887....	229	229848	211223	491	30373	30373	27824	28501	19608	18678	21818	8578
1888....	238	278114	260003	523	31123	31123	28468	28759	21433	20190	25339	10352

From these tables it will be seen that while the number of Separate Schools has increased 63 in twelve years, the expenditure increased $145,197, and the number of teachers 189 during the same period.

III.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—Receipts, Expenditure, Attendance, Etc.

The following Tables respecting High Schools will be found suggestive:—

Year.	No. of Schools open.	No. of Teachers.	Receipts.		Expenditure.			No. of Pupils.	Average attendance.	Percentage of average attendance to total attendance.	Average cost per Pupil.
			Amount of Fees.	Total Receipts.	Paid for Teachers' Salaries.	Paid for Sites and building School Houses.	Total Expenditure.				
			$	$	$	$	$				$ c.
1877.....	104	280	20753	357521	211607	51417	343710	9229	5201	56	37 24
1878.....	104	298	21581	420188	223010	83969	396010	10574	5998	56	37 46
1879.....	104	320	26225	417461	241097	54275	400788	12136	6992	57	33 02
1880.....	104	335	28528	432309	247894	66416	413930	12910	7256	56	32 06
1881.....	104	333	30891	371250	257218	23703	345850	13136	7270	55	26 00
1882.....	104	332	29270	373150	253864	19361	343720	12348	6580	53	27 56
1883.....	104	347	30067	378888	266317	20012	348946	11843	6454	55	29 47
1884.....	106	358	34288	407978	282776	34013	385426	12737	7302	57	30 26
1885.....	107	365	40032	458941	294078	50865	429762	14250	8207	58	30 16
1886..... ..	109	378	47144	502315	307516	63248	477797	15344	8797	57	31 14
1887.....	112	398	56198	529323	327452	73061	495612	17459	10227	59	28 38
1888.....	115	419	65416	684268	350630	174409	637055	17742	10464	59	35 91

2.—Classification, Etc.

Year.	English.					Mathematics.				Science.			Languages.			
	English (Grammar (and Literature to 1882 inclusive.)	Composition.	Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Latin.	Greek.	French.	German.
1877	8819	8772	.....	9106	9158	9227	8678	8113	359	2168	2547	....	4955	871	3091	442
1878	10486	9844	.....	9855	10074	10450	10212	9713	429	2375	2979	....	4729	883	3588	516
1879	12015	11691	....	11873	11935	12105	11761	11285	660	2464	2871	....	5391	1097	4687	729
1880	12765	12288	.....	12654	12634	12825	12667	12304	622	2519	2991	....	5559	1100	5464	859
1881	13086	13050	....	12937	12802	13097	13032	12926	593	2431	2855	....	5389	967	5938	877
1882	12275	12189	.....	12220	12106	12261	11742	11148	....	2880	2522	....	4591	815	5363	962
1883	11815	11707	11259	11551	11518	11767	10296	10071	....	4350	2450	1526	4439	903	5318	961
1884	12577	12525	12046	12393	12448	12638	11490	11002	....	4749	3046	1880	4454	927	5119	1089
1885	13942	14022	13497	13912	13885	14017	13633	13166	461	6939	3612	2685	4937	903	5528	1111
1886	15182	15142	14878	15201	15126	15122	14813	14406	754	5019	3807	3937	4954	1029	5379	1172
1887	17086	17171	16649	17010	16962	16939	16904	14839	1017	5265	3411	4640	5409	997	6180	1350
1888	17656	17693	17523	17510	17518	17430	17319	10716	914	6038	3260	5373	6099	1152	6765	1580

Year.	Drawing.	Music.	Book-keeping and Commercial Transactions.	Preparing for Senior Matriculation.	Preparing for Junior Matriculation.	Preparing for learned Professions.	Teachers preparing for Examinations.	Left for Mercantile Life.	Left for Agriculture.	Matriculated.	Number of Schools charging fees.
1877	2755	.....	3621	.....	.....	564	.....	555	328	145	35
1878	2881	.....	4011	....	....	633	.....	445	417	183	31
1879	2693	.....	4500	.....	.....	693	.....	565	535	248	36
1880	2397	.....	4542	.....	.....	625	.....	731	555	209	36
1881	1595	.....	5005	.....	.....	576	.....	859	598	280	35
1882	3441	.....	5642	.....	.....	751	.....	881	646	272	37
1883	3538	1360	4849	.....	.....	868	.....	768	583	277	37
1884	8126	3428	7407	.....	.....	927	.....	730	571	266	38
1885	12150	3547	11145	58	741	693	5237	856	636	290	43
1886	12956	1917	12150	131	969	723	5777	964	638	337	51
1887	14295	1955	14064	56	832	791	6224	1141	882	305	58
1888	13643	2332	12706	172	1134	889	7776	1133	914	298	64

For eight years the number of High Schools (including Collegiate Institutes) stood at 104; in 1884 there was an increase of 2, now they number 115 Collegiate Institutes have advanced to 26 in 1888. The most gratifying feature, however, of our High School system, is the large increase in the attendance, the number having more than doubled in twelve years. Having regard to the number and standing of the teachers employed now as compared with 1877, it is worthy of note that the cost per pupil, taking expenditure of all kinds into consideration, is much less than it was twelve years ago. In 1877 the cost per pupil was $37.24; in 1888 it was $35.91 per pupil, or if we make the test the amount paid for teacher's salaries, which is the main item of expense, it will be found that in 1877, the cost per pupil was $22.92, in 1888 it was $19.76 per pupil. The High Schools (including Collegiate Institutes) are classified as follows:—Schools with two masters, 42; Schools with three masters or over, 73; Collegiate Institutes 26. The largest Collegiate Institute is Toronto, with an enrolment of 624; then Hamilton with 513; London with 450; Owen Sound, with 384. There is an average of over 6 teachers in each of the Collegiate Institutes; the average number of pupils to each High School teacher in the Province is 42. From table G it will be seen that fees amounting to $65,416 are charged in 64 High Schools. In 1877, the fees collected amounted to only $20,753 in 35 schools. In 1888, 1,306 pupils were preparing for matriculation, 889 for the learned professions, such as law and medicine, and 7,776 for teachers' examinations. In 1877, only 3,621 pupils, or 40 per cent. of the whole number studied commercial subjects, such as book-keeping; in 1888 this subject was taken by 12,706, or 72 per cent. of the whole attendance. On the other hand, Latin, in 1877 was studied by 4,955, or by 50 per cent.; in 1888, the number of pupils in Latin was 6,099, or 34 per cent. of the number in attendance. The number studying Greek has diminished from about 10 per cent. of the whole attendance to 6 per cent. In French and German the numbers are relatively the same. There has been a large increase in the number studying Drawing, the total in 1877 being 2,755, and in 1888, 13,643. Phonography is taught in 12 schools to 667 pupils, the largest class (140 pupils) being in Toronto, and the next largest (125) in Owen Sound. Music is taught in 22 schools, and senior matriculation work to 172 pupils in 18 schools. The total number of pupils who passed a University matriculation examination was 298. Of these, the Toronto Collegiate Institute passed the highest number (21), and Kingston the next highest number (18). The highest salary paid a head master was $2,500 (Toronto C. I.). The average salary of head masters for the Province was $1,122. Of the head masters, 77 were graduates of Toronto University, 19 of Victoria, 10 of Queen's, 6 of Trinity, 1 of Albert, and 3 of British Universities. The whole number of teachers employed was 423.

3.—Entrance Examinations.

In 1877, the first year in which the Department took the Entrance Examinations in charge, the number passed was 3,270; in 1888 it was 7,093. In 1877, only 6,248 wrote for entrance to the High Schools; in 1888 the number had risen to 16,814. The papers for this examination are sent out by the Department. Last year 262,000 papers were required.

IV.—PROFESSIONAL TRAINING OF TEACHERS.

Examinations in Kindergarten work were held during 1889 at Hamilton, Ottawa, and Toronto, and out of the 102 candidates who presented themselves 23 passed for Directors and 40 for Assistants.

1.—*County Model Schools.*

County Model Schools were first established in 1877, and since that time they have been attended by 15,362 teachers.

The statistics of County Model Schools since the date of their establishment are as follows:—

Year.	No. of Schools.	No. of Teachers in training.	No. that passed final examination.	Government Grant.
				$
1877	50	1237	1146	2000
1878	50	1391	1372	8200
1879	51	1295	1259	200
1880	49	1413	1317	10000 (1879-80)
1881	50	668	615	4300
1882	46	882	837	9750
1883	48	820	791	7500
1884	51	1117	1017	8100
1885	52	1305	1203	8100
1886	53	1463	1376	8250
1887	55	1491	1375	8400
1888	57	1072	1000	8700
1889	58	1208	1140	8700

2.—*Normal and Provincial Model Schools.*

The following table exhibits the work done for the last twelve years:

Year.	Number of Normal School Teachers.	Number of Normal School Students.	Number of Model School and Kindergarten Teachers.	Number of Model School and Kindergarten Pupils.	Receipts from Fees, of Model School and Kindergarten Pupils.	Expenditure, Normal and Model Schools.
					$ c.	$ c.
1878	14	226	8	382	7752 00	34032 92
1879	15	429	8	391	7798 00	33719 58
1880	13	483	15	607	9122 00	36694 07
1881	15	418	15	698	11523 00	41808 43
1882	16	260	15	799	13783 50	44888 02
1883	15	338	16	760	13232 00	45540 40
1884	15	351	16	742	12106 75	40721 02
1885	12	405	17	658	11352 50	37477 80
1886	11	439	18	660	11525 00	37477 89
1887	13	441	18	763	13427 00	40131 24
1888	12	445	21	794	14595 00	39495 86
1889	12	442	22	928	16502 00	41494 15

3.—*Training Institutes.*

There are now five Training Institutes in the Province, viz, one at Guelph, Hamilton, Kingston, Owen Sound and Strathroy. The attendance is 1889 was 47 ; the number who wrote at the final examinations was 103, and the number who passed 83.

Standing in 1889:—

Name of Institute.	Name of Principal.	Number in attendance at Institute.		Number who wrote at examination.		Number who Passed.				Number of Lessons taught.
						Assistant Masters.		First-Class Professional and Assistant Masters.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Guelph	William Tytler, B.A.	2	5	10	7	3	5	4	2	237
Hamilton	Charles Robertson, M.A.	11	6	23	11	12	4	4	6	461
Kingston	A. P. Knight, M.A	8	.....	18	5	14	.....	2	5	173
Owen Sound	F. W. Merchant, M.A.	7	1	9	3	6	.....	1	1	238
Strathroy	J. E. Wetherell, B.A	6	1	12	5	6	2	3	3	178
	Total	34	13	72	31	41	11	14	17	1287

V.—DEPARTMENTAL EXAMINATIONS.

The number of candidates examined for 2nd and 3rd Class certificates for the last ten years is as follows:—

Year of Examination.	Candidates Examined.	Passed for II. Class.	Passed for III. Class.	Appeals.	Sustained.
1880	3185	737	424	.....	.....
1881	3592	674	464	.....	.....
1882	3090	1181	452	.....	.....
1883	3900	377	1205	.....	.....
1884	5128	1071	860	506	144
1885	4541	733	1150	736	194
1886	5055	764	1312	339	109
1887	5689	988	1442	556	133
1888	5157	557	947	530	206
1889	4645	745	1236	500	147

Examination Papers Printed, 1889.

The number of Examination Papers issued by the Department in 1889, was:—

Entrance Examinations		262,000
County Model Schools		14,000
Training Institutes		6,400
Class III.	126,000	
Class II., Professional	8,000	
Class II., Non-Professional	76,500	
Class I. C	28,500	
		239,000
Total		521,400

VI.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for twelve years :—

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of Members.	Total No. of Teachers in Province.	Amount received from Government Grants.	Amount received from Municipal Grants.	Amount received from Members' Fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877.....	42	1881	6468	1412 50	100 00	299 75	2769 45	.....	1127 68
1878.....	54	3511	6473	3247 38	530 00	689 32	5961 62	1069 76	3764 63
1879.....	60	4185	6596	3516 55	350 00	756 55	7632 24	1687 68	4772 30
1880.....	59	4214	6747	3275 00	225 00	790 20	8028 97	1460 29	4965 85
1881.....	61	4033	6928	2950 00	200 00	1027 04	8570 64	438 62	4377 44
1882.....	62	4395	6857	2900 00	300 00	1088 84	9394 28	453 02	5355 33
1883.....	62	4821	6911	4025 00	435 00	792 83	10372 91	1274 32	5870 79
1884.....	64	5189	7085	2027 00	510 00	676 05	9423 47	1500 09	4875 48
1885.....	64	5666	7218	180 00	900 00	885 31	9252 65	1636 21	4587 87
1886.....	66	5974	7364	1820 00	1995 50	916 54	10036 52	1520 64	4657 76
1887.....	66	6718	7594	1800 00	1879 45	730 66	10405 95	1234 08	4975 50
1888.....	66	6882	7796	1890 00	1850 10	778 96	10765 39	1690 38	5732 66

VII.—TECHNICAL EDUCATION, MECHANICS' INSTITUTES, FREE LIBRARIES AND ART SCHOOLS.

In my First Annual Report (1883), I made special reference to the importance of technical education in its relation to the development of our national products and manufacturing interests, pointing out that the want of our country is skilled labor, and that if we educate our mechanics we shall not only diminish importation but increase our exportation of manufactured goods. In order to provide this practical instruction for adults, I prepared new regulations respecting the management of Mechanics' Institutes, Free Libraries and Art Schools, and the following abstracts show the rapid advancement made by these institutions during the past six years.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES FROM 1883 TO 1889, INCLUSIVE.

I.—Mechanics' Institutes.

YEAR.	Institutes Reporting.	Number of Members.	Number of Evening Classes.	Number of Pupils.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
									$ c.	$ c.
1883.....	92	12956	27	1711	58	1512	150311	241075	58556 11	251815 93
1884.....	102	12949	29	1486	62	1449	187228	275964	39091 31	222699 00
1885.....	116	13435	49	1490	62	1557	179572	367965	62877 05	242020 00
1886.....	125	13701	59	2006	73	1743	206166	296830	61288 90	259891 26
1887.....	139	16094	40	1235	84	1940	266443	330813	57772 95	258563 00
1888.....	159	18176	49	1565	96	2269	230517	336895	62473 38	276000 50
1889.....	179	19936	47	1196	111	2545	252832	376194	69298 15	291520 98

II.—Free Libraries.

YEAR.	Free Libraries Reporting.	Number of Readers.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
							$ c.	$ c.
1883.....	1	716	1	28	3782	10845	1160 30	3375 00
1884.....	6	1623	6	92	8542	28852	59765 02	109293 17
1885.....	6	3346	6	524	51345	261006	55441 64	106680 36
1886.....	6	15791	6	618	58628	382266	31847 67	109207 58
1887.....	6	17906	6	641	63219	377125	51556 46	109040 00
1888.....	8	13840	8	741	80531	407571	41370 30	127573 25
1889.....	8	28883	8	880	86393	444507	43183 73	142595 00

During the past six years (1884 to 1889 inclusive), the Mechanics' Institutes and Free Libraries have issued 3,885,988 volumes of books, and their total receipts amounted to $629,966.56.

The following is a comparative statement giving the increase in Mechanics' Institutes and Free Libraries from 1883 to 1889.

——	1883.	1889.
Number of Mechanics' Institutes and Free Libraries reporting	93	187
Number of members and readers	13672	38819
Number of evening classes	28	47
Number of reading rooms	59	119
Number of newspapers and periodicals	1540	3425
Number of volumes in libraries	154093	339225
Number of volumes issued	251920	820701
Total receipts	$59716.41	$112481.88
Total assets	$255190.93	$434115.98

Having been informed that Directors of Mechanics' Institutes and others desirous o establishing Evening Classes found a difficulty in obtaining qualified teachers, I issued a circular in 1884 to the Head Masters of High Schools, Principals of Model Schools, and Teachers of Public Schools, informing them that *Free Drawing classes* would be conducted during the summer holidays at the Education Department. The success of these summer classes may be judged from the following list of certificates awarded.

CERTIFICATES AWARDED TO TEACHERS.—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear Perspective.	Model Drawing.	Blackboard Drawing.	Full Teachers' Certificates.
1884	83	103	85	75	78	66

In the following year, 1885, the summer classes for teachers, were continued with the following results :—

CERTIFICATES AWARDED TO TEACHERS—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear Drawing.	Model Drawing.	Blackboard Drawing.	Full Teachers' Certificate.
1885	32	48	40	23	29	79

CERTIFICATES AWARDED TO TEACHERS—ADVANCED DRAWING COURSE.

YEAR.	Shading from Flat.	Shading from Round.	Outline from Round.	Drawing from Flowers.	Advanced Geometry.	Drawing from Dictation.]	Full Teachers' Certificates.
1885	14	11	1	9	4	28	2

CERTIFICATES AWARDED TO TEACHERS—MECHANICAL COURSE.

YEAR.	Advanced Perspective.	Industrial Drawing.	Machine Drawing.
1885	14	17	16

ABSTRACT OF THE NUMBER OF CERTIFICATES AWARDED FOR DRAWING, ETC., TO ART SCHOOLS, MECHANICS' INSTITUTES, ETC., FROM 1883 TO 1889, (NOT INCLUDING CERTIFICATES AWARDED AT SUMMER CLASSES).

YEAR.	Number of Art Schools, Mechanics' Institutes, etc.	PRIMARY COURSE.		ADVANCED COURSE.		MECHANICAL COURSE.		EXTRA SUBJECTS.	DEPARTMENTAL MEDALS, ETC.			
		Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Painting, Modelling, Wood-carving, Lithography.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
1883	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....
1884	4	145	.....	32	.....	3	.....	.....	.....	.....	.....	.....
1885	44	1360	43	52	2	42	4	30	1	1	3	2
1886	81	2608	77	129	3	77	3	37	1	1	3	1
1887	60	2944	103	187	14	49	2	60	1	1	2	1
1888	57	2979	133	151	9	50	2	108	1	1	4	1
1889	62	3285	181	208	14	79	3	81	1	4	8	3

THE TOTAL NUMBER OF CERTIFICATES AWARDED DURING THE PAST SIX YEARS (1884 TO 1889), INCLUDING SUMMER CLASSES FOR TEACHERS, IS AS FOLLOWS :

PRIMARY COURSE.		ADVANCED COURSE.		MECHANICAL COURSE.		EXTRA SUBJECTS.	DEPARTMENTAL MEDALS, ETC.			
Proficiency Certificates.	Full Teachers' Certificate.	Proficiency Certificates.	Full Teachers' Certificate.	Proficiency Certificates.	Full Teachers' Certificate.	Painting, Modelling, Wood-carving, Lithography, etc.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
14099	688	826	44	347	15	316	5	8	20	8

VIII.—REVIEW, 1882–1889.

It may be interesting to review briefly the work of the Department during the last six years, or more properly speaking during the last five years, inasmuch as the first year of my term of office was mainly devoted to Departmental routine and a consideration of the relations of the Department to the public.

I. LEGISLATION.

As coming within the immediate purview of my Department, yourself and predecessors have approved of the following measures :

1. An Act to amend the Act respecting the Education Department.
2. An Act to amend and consolidate the Public Schools Act.
3. An Act to amend and consolidate the Separate Schools Act.
4. An Act to amend and consolidate the High Schools Act.
5. An Act to amend and consolidate the Mechanics' Institute Act.
6. An Act to amend and consolidate the Industrial Schools Act.
7. An Act to amend the Upper Canada College Act.
8. An Act to amend the University College Act.
9. An Act to provide for the Federation of the University of Toronto, with other Universities.

Public Schools.

In amending the Public Schools Act the objects kept steadily in view were to simplify its arrangement and where possible to eliminate details. As an evidence of the effect of this consolidation it may be stated that while the School Act before being consolidated consisted of 119 pages, after consolidation it consists of only 69 pages. By the amended Act it is provided (*a*) that no territory distant more than three miles in a direct line from the school house can be included in forming any new school section. (*b*) The declaration

of office formerly required from Trustees is abolished. (*c*) The annual accounts of township boards, cities, towns incorporated villages, must be audited by the Municipal Auditors. (*d*) The formation, alteration and dissolution of union schools can only be made by arbitrators, appointed for that purpose. (*e*) The equalization of union school sections is to be made once in three years by the assessors of the municipalities concerned. (*f*) Boards of Trustees in townships, cities, towns and incorporated villages may by resolution provide for the election of School Trustees, by ballot, at the same time and place as the election for Municipal Councillors. (*g*) Township Councils may levy the sum of one hundred dollars for every school section by uniform rate over the whole township, and the balance required by the Trustees over the section requiring the same. (*h*) Parts of undivided lots are to be assessed in the section in which they are situated irrespective of the residence of the occupant. (*i*) First class County Board certificates are made provincial. (*j*) Teachers who violate an agreement at common law are liable to the suspension of their certificates. (*k*) It is obligatory on County Councils to pay the sum of one hundred and fifty dollars to each County Model School, and twenty five dollars to each Teachers' Institute, and also the reasonable travelling expenses of the Inspector. (*l*) Provision was made for the gradual extinction of the Superannuated Teachers' Fund. (*m*) Holidays for rural schools were fixed absolutely at six weeks. (*n*) County Councils were allowed to pay Examiners for the entrance examination, either seventy five cents per candidate, or a per diem allowance of four dollars. (*o*) The mode of paying the Municipal and Legislative Grants to school sections was simplified. (*p*) Kindergarten schools were established, and children from 3 years of age to 7 recognized as Public School children for Kindergarten purposes.

Separate Schools.

In the matter of Separate Schools the chief amendments are (*a*) provision for the representation of Separate Schools on High School Boards. (*b*) the option of certifying to the clerk of the Municipality the supporters of a Separate School was withdrawn, and the Assessors' list substituted. (*c*) Residents are allowed to apply their taxes for Separate School purposes if lands are unoccupied within the municipality, or within the three mile limit in an adjoining municipality,. (*d*) Trustees of Separate Schools and municipal authorities were permitted to enter into an agreement whereby a certain sum should be paid for the support of the Separate School in lieu of the ordinary rate levied by taxation. (*e*) Joint stock companies are allowed to apportion their assessment for the support of the Separate School according to the relative value of stock paid up by Catholics and Protestants. (*f*) Separate School Boards are allowed to issue debentures, chargeable upon the rates of Separate School supporters.

High Schools.

Among the amendments to the High Schools Act are (*a*) The presiding officer of High School Boards is deprived of his double vote, and now votes only as a member of the Board. (*b*) Municipalities are permitted to withdraw their support from High Schools under certain conditions. (*c*) Provision is made for the establishment of additional High Schools in cities, subject to the approval of the Lieutenant-Governor in Council, (*d*)

Authority is given High School Boards to expel refractory pupils. (*e*) Provision is made for preventing the use of unauthorized text-books in High Schools. (*f*) Power is given High School Trustees to appropriate lands for High School purposes. (*g*) Provision is made for preventing capricious changes in text-books.

Mechanics' Institutes.

The most important amendments in the Act respecting Mechanics' Institutes are (*a*) Extending the power for the establishment of evening classes. (*b*) Simplifying the mode of paying grants to Mechanics' Institutes. (*c*) Making provision for Art Schools for working men and artisans generally.

Industrial Schools.

In the consolidation of this Act provision is made whereby municipalities are required to provide more liberally for boys committed to these schools.

Upper Canada College.

In the amendments to the Upper Canada College Act the college is transferred from the management of the Trustees of the University to a Board appointed for that purpose, Provision is made for the transfer of the present site of Upper Canada College to the University. By these amendments the University will come into possession of land probably worth half a million dollars. The endowment retained for Upper Canada College will scarcely exceed the support usually granted by the Government and the municipality concerned to our best Collegiate Institutes.

University of Toronto.

In the amendment to the University Act (*a*) an additional representative is given to the High Schools. (*b*) The degree of LL.D. and D.C.L. are made honorary. (*c*) The date and mode of election to the Senate are simplified, and provision made for the Federation of the University with other Universities in the Province. (*d*) Provision is made for the establishment of additional chairs in the University, and the restoration of the Faculties of Law and Medicine. (*e*) The University also becomes a teaching as well as an examining body. (*f*) Women are admitted to all the privileges of the University.

Departmental Regulations.

Next in importance to the statutory amendments to the School Act come the Departmental Regulations.

Prior to 1885, the Minister of Education (and the Chief Superintendent had the same powers), promulgated such changes in the Regulations of the Department as were deemed expedient, without any reference to Parliament. Since that date the Regulations must be submitted to the Legislative Assembly, and are liable to amendment or rejection. The whole policy of the Department is therefore under the control of the Parliament in a more critical sense than ever before. In order that Trustees and Teachers may be able to refer readily to these regulations, they were amended and consolidated in 1885, and sundry amendments made since that date. As they existed prior to that period they covered 107 pages, now they are compressed into 55 pages.

The following are some of the most important amendments made. (*a*) The area of School grounds, the capacity of schools, and their furniture and equipment were more accurately defined. (*b*) The programme of studies was simplified and the number of subjects reduced from 13 in 1883, to 8 in 1889. (*c*) Drawing, Agriculture, Temperance and Hygiene, formerly recommended as subjects of study, were made obligatory. (*d*) Provision was made for the use of the authorized Readers in French and German Schools, in addition to text-books in these languages. (*e*) Better provision was made for religious instruction, and all Public Schools were required to begin the exercises of the day by the reading of the Scriptures, either from the Bible or authorized selections, and by the use of the Lord's Prayer, or the prayer sanctioned by the Department. (*f*) The first Friday in May was declared an Arbor Day. (*g*) The qualifications of First, Second and Third Class Teachers were more accurately defined, the standard, particularly in English subjects, raised, and the principle of options more generally applied. (*h*) The regulations respecting County Model Schools were modified and the number of obligatory subjects increased. (*i*) Provision was made for the examination of teachers desirous to qualify themselves for Kindergarten work. (*j*) Experience in teaching was recognized in the case of those who desired to renew their Third Class Certificates. (*k*) The course of study for Normal School certificates was limited to purely professional work, and the amount of practical teaching in Model Schools increased. (*l*) The mode of conducting Departmental Examinations was changed and only those having experience as Teachers employed as sub-examiners. (*m*) Text-books used for Public Schools were limited to one text-book in each subject, unless the Trustees by resolution provided for the retention of some book previously used. (*n*) The publishers of all authorized text-books were placed under a contract with the Department to manufacture books according to a fixed standard of excellence. (*o*) Negotiations were successfully carried through with the Senate of the University for the admission of First and Second Class Teachers to Senior and Junior matriculation respectively *pro tanto*, and honors at Senior matriculation accepted by the Department in lieu of First Class Certificates grade "C." (*p*) Limitations were placed upon the indiscriminate extension of Third Class Certificates. (*q*) Agriculture and Temperance were added as optional subjects for entrance to High Schools, the qualification of specialists for High School work were defined, and professional experience and success recognized. (*r*) Provision was made for distributing the grant for High School purposes on the basis of Teachers' salaries, equipment of the school, and the condition and suitability of the school premises. (*s*) Training Institutes were established for the professional training of High School Assistants and First Class Teachers. (*t*) Distinct provision was made for a Commercial or Business Course in each High School. (*u*) The text-book list for High Schools was revised, and by eliminating those that had become obsolete or were unnecessary, the list was reduced from 147 in 1883 to 55 in 1889. (*v*) The course of study for High Schools was adapted to the course of study for matriculation into the University, and the number of Departmental Examinations reduced from four in 1883 to two in 1889. (*w*) Candidates for Second Class Certificates are required to take the Third Class Examination before being eligible to write for a second. (*x*) The number of papers required for Third Class Certificates has been reduced from 23 in 1883

to 8 obligatory and 2 optional, and for Second Class Certificates from 28 to 10 obligatory and 2 optional.

Regulations were also made with respect to Mechanics' Institutes, Art Schools and Upper Canada College.

II. Administration.

Financial.

The Minister has to direct the expenditure of the estimates voted by Parliament (*a*) in clerical service, entered in the public accounts as Civil Government, and (*b*) for educational purposes. Under the head of Civil Government the expenditure of the Department in 1871 during the administration of Dr. Ryerson, was $12,013, expenses $3,635; in 1883, (the year before I entered office), $17,103, expenses $2,527; in 1888, $19,550, expenses $1,837.94.

2. In the management of the Provincial Normal and Model Schools, the expenditure depends mainly upon the number of Teachers and the attendance of pupils. In 1883 there were 31 Teachers on the staff of the Normal and Model Schools; in 1888 there were 33. The number of Normal School students and Model School pupils in 1883 was 1,098; in 1888, 1,239. The expenditure in 1883 was $45,540.40; in 1888, $39,495.86. The revenue from pupils' fees in 1883 was $13,232; in 1888, $14,595. It may be mentioned that the expenditure in 1888 includes free books and supplies for 794 pupils not included in the expenditure of 1883. The entire revenue of the Education Department in 1883 was $28,175, and in 1888, $33,173.74.

General Expenditure.

The general expenditure of the Department includes the appropriation of the Legislature for Public, High and Separate Schools, Mechanics' Institutes, Art Schools, Inspection and Departmental Examinations, and with the exception of the last two items, merely involves the payment of money voted by the Legislature as required by statute. It is satisfactory however, to know that while in 1871, the amount expended for Public Schools was $194,170, the Education Department was able to spend in 1883, $265,467 in 1888, $274,511. In 1871 the grant for High Schools was $69,986, in 1883, $84,989; in 1888, $93,907. The expenditure for Mechanics' Institutes and Art Schools in 1871 was $10,206; in 1883, $28,791; in 1888, $32,521. In 1883-84 Mechanics' Institutes were inspected by the County Inspectors, at an expense to the Department of $797. In 1889 187 Mechanics' Institutes reported; these are now inspected directly from the Department without any cost except the travelling expenses of the Superintendent. The cost of inspecting the Public Schools is fixed by statute and increases from year to year according as the public schools increase.

The examination of teachers, prior to 1883, was conducted partly by the Department, and party by County Boards of Examiners. From the statements received through the County Treasurers it appears that the cost to the counties under the former system was $14,200, and under the present system $6,200. County Councils are now relieved entirely of the cost of these examinations, as it is covered by fees paid by teachers and taking into account these fees the country is saved the entire expense.

Depository.

My predecessor in 1881, abolished the Departmental Depository for the supply of books, maps and prizes for Public and High Schools, with the exception of the department through which the Normal and Model Schools were furnished with such text-books and other supplies as were necessary for their daily use. This department however was abolished in 1885, and all supplies for Normal and Model Schools are now furnished by tender from the trade.

Museum.

The collection of busts and casts of statuary in the museum, consists almost entirely of a reproduction of those in the Kensington museum, and the busts of men prominent in British History during the last two or three centuries. In order to preserve such a record—as can be preserved in this way—of leading Canadians, I secured the services of some of our Canadian artists, and with their assistance I have placed in the museum the busts of nearly all the Governors of Canada, and Lieutenant-Governors of Ontario, and premiers and ex-premiers of the Province and the Dominion, since Confederation, also the Chief Justices of our Provincial Courts and the Chancellors of the Provincial Universities.

Architectural Improvements.

In 1888 the Model School was enlarged and fully furnished throughout with the most improved seats and desks. An additional story was placed upon the old building at an expense of about $30,000, and the design and effect of the building very much improved. The department of biology in connection with the University, has been transferred to the new buildings erected especially for its accommodation on the University grounds, at an expense of about $50,000. The School of Practical Science is being enlarged by the erection of a new building at an expense of $50,000, the equipment of which will probably cost about $25,000. A new site has been purchased for Upper Canada College, and new buildings are being erected thereon at a cost for site and building of probably $160,000.

III. General Growth of the School System.

The number of pupils registered has increased from 464,369 in 1883 to 495,827 in 1888. The average attendance has increased from 46 to 50 per cent. In regard to the studies pursued, while there is an increase in the number of pupils in the first form, there is also a substantial increase in the pupils in the upper forms, and it is quite evident from the number of pupils studying arithmetic, geography and grammar in 1888, as compared with those studying the same subject in 1883, that substantial progress is being made in the advanced subjects of the public school course of study. As an illustration, I may mention the number of pupils in the following subjects.

	1883.	1888.
Arithmetic	415,786	477,030
Geography	273,397	329,069
Grammar and Composition	208,949	285,022
Temperance and Hygiene	56,351	141,592
Drawing	222,095	411,272

While an increase has taken place in all these subjects, the most marked advance is in Drawing.

A few of the evidences of progress may be gathered from the following figures:

	1883.	1888.
Public Schools.		
Amount expended on Teachers' salaries	$2,210,187	$2,521,537
" " Maps and Apparatus	20,275	29,382
" " Sites and buildings	312,342	575,973
" " Repairs and other expenses	565,626	732,473
" " Number of maps used	39,812	44,971
" " Teachers employed	6,911	7,796
No. First Class Certificates	211	258
" Second Class "	2,167	2,651
" Third Class "	3,426	3,971
Highest Salary	$1,200	$1,500
Average Salary, Male	422	424
" Female	271	292
No. of Teachers who attended, Normal School	1,853	2,531
Roman Catholic Separate Schools.		
Number of Schools open	194	238
Expended for all purposes	$153.611	$260,003
Number of Teachers	397	523
" " Pupils	26,177	31,123
High Schools.		
Number established	104	115
Teachers	347	419
Receipts from fees	$ 30,067	$ 65,416
Receipts from all sources	378,888	684,268
Expended on sites and buildings	20,012	174,409
Number of pupils	11,843	17,742
Number matriculating	277	298
No. who left school for agriculture	583	914
" " " " " mercantile life	768	1,133
No. studying for teaching profession	....	7,776

IX.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and

trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940; in 1886, 34,087; in 1887, 28,057; and in 1888, 25,714 trees were planted. In a very few years every rural school in the Province will have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification.

I have the honor to be,
Your Honor's obedient servant,

EDUCATION DEPARTMENT,
January, 1890.

G. W. ROSS,
Minister of Education.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The Pub li

COUNTIES. (Including Incorporated Villages but not Cities or Towns.)	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Brant	4982	18	4038	8	4064	2213	1851
2 Bruce	18497	33	15883	8	15924	8539	7385
3 Carleton	10445	45	8431	12	8488	4491	3997
4 Dufferin	6462	56	5662	9	5727	3087	2640
5 Dundas	6552	40	5264	4	5308	2785	2523
6 Durham	7939	15	6625	7	6647	3619	3028
7 Elgin	8692	23	7639	4	7666	4011	3655
8 Essex	12293	28	9616	8	9652	5197	4455
9 Frontenac	7758	.....	6581	6	6587	3486	3101
10 Glengarry	5409	24	4387	1	4412	2408	2004
11 Grey	20073	70	16483	19	16572	8974	7598
12 Haldimand	6809	42	5851	1	5894	3120	2774
13 Haliburton	2176	12	1642	4	1658	852	806
14 Halton	6048	3	4682	6	4691	2510	2181
15 Hastings	12357	46	10164	13	10223	5416	4807
16 Huron	19195	44	15205	24	15273	8152	7121
17 Kent	11114	59	9645	14	9718	5112	4606
18 Lambton	14232	39	12078	15	12132	6189	5943
19 Lanark	8253	29	6481	3	6513	3384	3129
20 Leeds and Grenville	14396	54	12724	9	12787	6767	6020
21 Lennox and Addington	5847	28	5420	1	5449	2891	2558
22 Lincoln	5993	26	4436	7	4469	2385	2084
23 Middlesex	17207	40	14112	10	14162	7596	6566
24 Norfolk	8915	40	7300	4	7344	3870	3474
25 Northumberland	9585	9	7692	4	7705	4180	3525
26 Ontario	11446	28	9668	8	9704	5149	4555
27 Oxford	10094	7	8652	15	8674	4631	4043
28 Peel	7207	7	5599	5	5611	3024	2587
29 Perth	10249	21	8665	19	8705	4683	4022
30 Peterborough	7628	28	5835	1	5864	3037	2827
31 Prescott and Russell	12871	73	8716	6	8795	4556	4239
32 Prince Edward	4037	4	3895	7	3906	2086	1820
33 Renfrew	11813	74	8756	8	8838	4530	4308
34 Simcoe	20205	44	17315	29	17388	9107	8281
35 Stormont	6224	20	4429	3	4452	2357	2095
36 Victoria	11520	34	9901	16	9951	5207	4744
37 Waterloo	9859	7	7749	3	7759	4206	3553
38 Welland	7282	35	5560	3	5598	2984	2614
39 Wellington	15823	32	11216	9	11257	6080	5177
40 Wentworth	8047	22	6143	5	6170	3338	2832
41 York	18399	48	13413	8	13469	7258	6211
42 Districts	10366	87	8053	11	8151	4273	3878
Total	434299	1394	351606	357	353357	187740	165617
CITIES.							
1 Belleville	3118	.....	1820	.....	1820	942	878
2 Brantford	4291	21	2422	.....	2443	1236	1207
3 Guelph	3615	.....	1882	1	1883	923	960
4 Hamilton	13883	25	8223	1	8249	4200	4049
5 Kingston	5323	2	2691	.....	2693	1315	1378
6 London	7680	.....	5235	3	5238	2647	2591
7 Ottawa	10817	2	3257	1	3260	1659	1601
8 St. Catharines	3358	.....	1647	.....	1647	860	787
9 St. Thomas	2928	.....	2324	.....	2324	1147	1177
10 Stratford	2890	4	1727	.....	1731	915	816
11 Toronto	39616	219	24843	4	25066	12639	12427
Total	97519	273	56071	10	56354	28483	27871

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.						Number of children between 7 and 13 years of age not attending any school whatever during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
1	325	601	971	938	986	243	49	674	2039	50
2	1462	2370	3778	3709	3964	641	59	3430	7673	48
3	933	1589	2143	1848	1699	276	149	2397	3609	43
4	747	1140	1589	1215	931	105	61	1655	2158	38
5	587	907	1161	1108	1319	226	136	1413	2504	48
6	729	1148	1637	1462	1500	171	139	1426	2942	45
7	768	1162	1797	1725	1948	266	74	1691	3543	47
8	1008	1517	2370	2340	2182	235	132	2550	4416	46
9	943	1440	1732	1231	1061	180	169	1919	2253	35
10	553	876	1144	953	745	141	112	1255	1800	41
11	2194	3222	4340	3435	2916	459	271	4436	6910	42
12	484	921	1295	1192	1642	360	23	1114	3030	52
13	290	390	542	318	109	9	24	617	534	32
14	310	698	1134	1100	1316	133	45	797	2320	50
15	1186	1745	2432	2175	2285	400	240	2526	4596	45
16	1291	2348	3576	3716	3720	622	347	2823	7516	50
17	1139	1703	2331	2195	2042	308	183	2419	4093	42
18	1170	1735	2586	2597	3534	510	73	2056	6058	50
19	616	868	1335	1496	1605	593	67	1640	3243	50
20	1493	2343	3144	2823	2702	282	73	2920	5557	44
21	728	991	1279	1155	1098	198	143	1523	2329	43
22	412	696	996	957	1248	160	18	858	2144	48
23	1105	2056	3019	3325	4142	515	127	2303	7203	51
24	914	1422	1856	1592	1401	159	24	1599	3179	43
25	675	1243	1855	1777	1846	309	307	1741	3806	49
26	981	1649	2340	2084	2326	324	79	2042	4707	49
27	678	1295	2027	2007	2204	463	121	1589	4326	50
28	576	970	1374	1375	1225	91	86	1431	2488	44
29	700	1203	1963	2243	2273	323	49	1756	4273	49
30	649	955	1519	1334	1219	188	78	1709	2603	44
31	1174	1635	2138	1916	1644	288	212	212	3755	43
32	368	666	891	833	950	198	11	740	1833	47
33	1055	1676	2172	1818	1752	365	314	1943	3946	45
34	1998	3277	4443	3779	3175	716	259	3559	7658	44
35	587	783	1062	907	903	210	40	845	1910	43
36	1290	1931	2634	2154	1700	242	162	2061	4401	44
37	521	992	1649	1769	2331	497	23	1529	4107	53
38	587	957	1512	1164	1176	202	40	1026	2555	45
39	938	1741	2767	2780	2697	334	171	2628	5403	48
40	532	1056	1628	1369	1410	175	55	1498	2828	47
41	1426	2480	3365	3098	2797	303	315	3344	6187	46
42	1337	1926	2251	1443	1059	135	283	2448	2897	36
	37459	60323	85783	78455	78782	12555	5343	78142	161332	46
1	99	221	383	376	726	15	.....	326	1013	56
2	160	299	549	499	936	....	80	400	1430	59
3	64	168	352	437	842	20	.....	....	1131	60
4	266	625	1497	1354	4507	.....	.....	1023	5893	71
5	140	261	538	590	982	182	.....	.....	1691	63
6	396	653	1011	1002	2121	55	.....	....	3202	61
7	185	345	654	676	1302	98	.....	583	2010	62
8	90	160	316	381	700	.....	....	163	997	61
9	125	216	508	466	1009	.....	75	128	1443	62
10	67	160	301	384	819	.....	....	21	1056	61
11	1018	2447	5341	4530	11730	. . ..	.....	.....	15312	62
	2610	5555	11450	10695	25674	370	155	2644	35178	62

I.—TABLE A.—The Public

TOWNS.	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Almonte	1045	.....	523	.....	523	270	253
2 Amherstburg	1032	.....	339	3	342	163	179
3 Aurora	645	.....	496	1	497	263	234
4 Aylmer	693	.....	558	.....	558	312	246
5 Barrie	2127	.....	1276	1	1277	649	628
6 Berlin	2115	.....	1239	.....	1239	632	607
7 Blenheim	433	.....	407	.....	407	190	217
8 Bothwell	362	.....	217	2	219	112	107
9 Bowmanville	924	.....	699	.....	699	361	338
10 Brampton	803	1	795	.....	796	395	401
11 Brockville	2574	.....	1305	.....	1305	663	642
12 Chatham	2653	.....	1858	3	1861	983	878
13 Clinton	887	.....	679	.....	679	336	343
14 Cobourg	1282	.....	687	.....	687	343	344
15 Collingwood	1626	10	1254	.....	1264	633	631
16 Cornwall	2360	.....	632	.....	632	342	290
17 Dresden	611	.....	541	.....	541	285	256
18 Dundas	1165	.....	586	.....	586	284	302
19 Durham	373	.....	336	.....	336	156	180
20 Galt	2297	.....	1597	.....	1597	773	824
21 Goderich	1174	.....	933	.....	933	484	449
22 Gravenhurst	793	.....	743	.....	743	314	429
23 Harriston	706	.....	523	.....	523	259	264
24 Ingersoll	1347	.....	864	.....	864	450	414
25 Kincardine	874	.....	830	.....	830	397	433
26 Lindsay	1708	.....	920	.....	920	456	464
27 Listowel	847	.....	678	.....	678	350	328
28 Meaford	805	5	615	.....	620	317	303
29 Milton	441	.....	418	2	420	215	205
30 Mitchell	788	.....	562	.....	562	273	289
31 Mount Forest	760	.....	661	.....	661	349	312
32 Napanee	850	.....	761	1	762	384	378
33 Newmarket	557	2	442	.....	444	244	200
34 Niagara	400	.....	254	.....	254	133	121
35 Niagara Falls	875	.....	477	.....	477	246	231
36 Oakville	541	.....	314	.....	314	145	169
37 Orangeville	994	.....	729	.....	729	379	350
38 Orillia	1691	.....	1154	.....	1154	589	565
39 Oshawa	1316	.....	833	.....	833	418	415
40 Owen Sound	1878	.....	1206	.....	1206	627	579
41 Palmerston	595	.....	441	.....	441	231	210
42 Parkdale	1704	36	1445	1	1482	763	719
43 Parkhill	558	.....	334	.....	334	172	162
44 Paris	1117	.....	635	.....	635	315	320
45 Parry Sound	480	.....	441	.....	441	231	210
46 Pembroke	1151	.....	483	.....	483	252	231
47 Penetanguishene	485	.....	289	.....	289	135	154
48 Perth	1203	.....	569	1	570	302	268
49 Peterborough	2447	.....	1512	.....	1512	749	763
50 Petrolea	1369	.....	1104	.....	1104	546	558
51 Picton	713	.....	542	.....	542	268	274
52 Port Arthur	1229	.....	408	.....	408	213	195
53 Port Hope	2140	.....	1023	.....	1023	497	526
54 Prescott	904	.....	397	.....	397	205	192
55 Ridgetown	640	.....	515	.....	515	277	238
56 Sandwich	319	.....	243	1	244	122	122
57 Sarnia	1709	.....	1133	.....	1133	566	567
58 Sault Ste. Marie	460	.....	323	.....	323	209	114
59 Seaforth	962	.....	722	.....	722	367	355

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.									
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 7 and 13 years of age not attending any school whatever during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
1	20	51	71	90	272	19	.....	....	365	70
2	11	30	56	89	153	3	1	30	195	57
3	54	72	84	105	175	7	.....	120	264	53
4	21	42	101	154	232	8	.....	14	356	64
5	82	155	399	330	301	10	.....	.....	642	50
6	110	145	252	238	479	15	.....	67	671	54
7	24	47	88	85	163	.....	.....	64	230	57
8	14	24	34	56	90	1	.....	.....	130	60
9	28	50	127	164	330	.....	....	18	459	66
10	33	56	146	194	356	11	....	87	468	59
11	79	155	311	275	485	.....	....	285	846	65
12	106	234	440	457	619	5	.....	483	1041	56
13	43	62	119	122	272	61	.....	46	421	62
14	20	47	144	177	292	7	....	46	415	62
15	104	139	212	257	533	19	.....	235	757	60
16	42	57	122	94	305	12	.....	.....	380	60
17	40	71	114	116	199	1	.....	105	295	55
18	43	59	125	132	225	2	.....	171	328	56
19	31	34	67	73	130	1	.....	53	194	58
20	83	151	283	343	648	89	.....	255	1022	64
21	23	17	76	257	545	15	.....	22	524	56
22	76	126	165	180	137	59	.....	165	318	43
23	33	66	88	115	221	.....	.....	114	301	58
24	47	78	166	171	344	58	.....	144	475	55
25	54	89	126	205	356	.....	.....	.....	442	54
26	37	78	185	199	412	9	.....	191	546	59
27	26	70	128	149	260	45	....	112	407	60
28	51	78	133	126	232	.....	.....	117	334	54
29	25	26	85	93	183	8	.....	62	280	66
30	25	40	102	114	249	32	.....	53	369	66
31	40	51	99	131	318	22	.....	48	416	63
32	52	84	147	148	317	14	.....	112	462	61
33	26	69	79	94	176	.....	.....	42	266	60
34	5	25	64	63	86	11	.....	42	145	58
35	25	62	98	96	186	10	.....	.....	319	67
36	19	19	54	74	147	1	9	35	189	61
37	42	78	141	195	272	1	.....	112	437	60
38	103	150	223	249	375	54	.....	.....	653	57
39	50	70	103	165	379	66	.....	110	547	66
40	67	119	261	251	489	19	.....	.....	778	64
41	9	39	54	244	95	.....	.....	107	237	54
42	107	216	435	277	447	.....	....	.....	840	57
43	12	17	66	65	164	10	.....	38	218	60
44	21	72	113	132	242	55	.....	.....	367	58
45	48	75	100	74	128	16	.....	75	242	55
46	33	52	77	108	198	15	.....	62	350	72
47	31	64	60	80	54	.....	8	82	125	43
48	23	45	95	116	291	.....	.....	88	356	62
49	88	203	310	265	620	26	... .	281	990	63
50	61	111	156	283	465	28	.....	141	680	62
51	28	41	112	114	247	... .	.....	84	314	58
52	36	46	103	98	116	9	....	38	215	53
53	27	94	192	188	488	34	. .....	224	696	68
54	27	43	78	75	163	11	20	125	221	56
55	19	69	121	119	186	1	.....	118	277	55
56	8	23	35	119	49	10	.....	27	172	70
57	52	144	186	252	460	39	.....	101	644	57
58	24	81	106	60	52	.....	.....	.....	132	41
59	28	71	120	162	312	29	.....	142	459	64

I.—TABLE A.—The Public

TOWNS.—*Continued.*	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
60 Simcoe	981	.....	610	.....	610	337	273
61 Smith's Falls	1400	.....	701	.....	701	339	362
62 Stayner	555	4	423	2	429	232	197
63 St. Mary's	963	.....	908	.....	908	447	461
64 Strathroy	1310	.....	778	.....	778	385	393
65 Thornbury	399	.....	306	.....	306	163	143
66 Thorold	918	3	496	.....	499	247	252
67 Tilsonburg	602	1	477	.....	478	219	259
68 Trenton	1451	1	757	.....	758	393	365
69 Uxbridge	925	.....	494	2	496	246	250
70 Walkerton	1024	2	669	.....	671	332	339
71 Waterloo	883	.....	578	.....	578	315	263
72 Welland	537	.....	451	.....	451	216	235
73 Whitby	851	.....	590	.....	590	309	281
74 Windsor	2804	.....	1560	.....	1560	726	834
75 Wingham	799	.....	585	.....	585	317	268
76 Woodstock	1596	.....	1521	.....	1521	740	781
Total	83535	65	54404	20	54489	27557	26932
TOTALS.							
1 Counties, etc	434299	1394	351606	357	353357	187740	165617
2 Cities	97519	273	56071	10	56354	28483	27871
3 Towns	83535	65	54404	20	54489	27557	26932
4 Grand Total, 1888	615353	1732	462081	387	464200	243780	220420
5 " " 1887	611212	1509	460930	400	462839	243707	219132
6 Increase	4141	223	1151	.....	1361	73	1288
7 Decrease	.....	.....	.....	13	.....	.....	.....
8 Percentage of grand total as compared with total attendance	.....	.37	99.54	.09	.....	53	47

NOTE.—Tables A, B, C, D, E do not, for 1888, and will not, in

In calculating the average attendance, the divisor

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.						Number of children between 7 and 13 years of age not attending any school whatever during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
60	25	66	116	146	245	12	10	25	351	58
61	49	61	105	181	305	.....	20	142	434	62
62	32	51	150	100	95	1	.....	.....	198	46
63	48	93	315	225	223	4	.....	344	464	51
64	34	61	115	156	344	68	.....	95	520	67
65	14	27	53	59	153	.....	.....	41	204	66
66	38	54	99	109	194	5	.....	6	253	51
67	24	56	111	113	170	4	.....	104	288	60
68	50	121	175	164	245	3	.....	206	414	55
69	35	53	88	134	186	.....	78	78	270	55
70	23	53	131	153	305	6	100	230	412	62
71	32	47	133	141	225	.....	.....	92	337	58
72	29	75	110	122	102	13	.....	180	275	61
73	31	59	123	168	208	1	.....	.....	355	60
74	87	207	239	431	596	.....	.....	130	1011	65
75	34	86	111	102	232	20	.....	.....	340	58
76	73	151	322	334	513	128	.....	122	943	62
	3154	5903	10833	12295	21061	1243	246	7088	32291	59
1	37459	60323	85783	78455	78782	12555	5343	78142	161332	46
2	2610	5555	11450	10695	25674	370	155	2644	35178	62
3	3154	5903	10833	12295	21061	1243	246	7088	32291	59
4	43223	71781	108066	101445	125517	14168	5744	87874	228801	50
5	42651	71959	108870	101756	124067	13536	5275	89628	228286	50
6	572	.....	.....	.....	1450	632	469	.....	515	.....
7	.....	178	804	311	.....	.....	.....	1754	.....	.....
8	9	15	23	22	28	3	.....	.....	.....	.....

future, include the statistics of Roman Catholic Separate Schools.

used is the legal number of teaching days.

II.—TABLE B.—The

COUNTIES. (Including Incorporated Villages, but not Cities or Towns).	NUMBER OF PUPILS IN READING. 1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Brant	698	555	755	1087	767	202	4064	4064	4064
2 Bruce	3619	2582	3153	3544	2627	399	15241	15407	13417
3 Carleton	1768	1175	1819	1897	1728	101	7686	7749	5129
4 Dufferin	1390	894	1136	1259	964	84	5417	5555	5049
5 Dundas	1338	774	1285	1134	698	79	5002	5114	4130
6 Durham	1224	1050	1440	1578	1109	246	6320	6393	3997
7 Elgin	1505	967	1459	1545	1701	489	7666	7666	7666
8 Essex	2551	2091	2019	1631	1185	175	9241	9282	8323
9 Frontenac	1377	999	1415	1520	1225	51	5871	5799	4907
10 Glengarry	1033	656	1056	875	755	37	4010	4135	3143
11 Grey	3482	2518	3707	3779	2828	258	15669	16475	13993
12 Haldimand	1199	846	1277	1223	1199	150	5590	5717	4630
13 Haliburton	451	308	338	369	192	.....	1443	1501	694
14 Halton	1030	713	816	1063	927	142	4686	4691	4619
15 Hastings	2941	2079	1992	1750	1173	288	9794	9914	9175
16 Huron	2923	2101	2815	3662	3260	512	14359	14633	12490
17 Kent	2053	1543	2032	1944	1875	271	9010	9293	6987
18 Lambton	2933	2102	2238	2352	2107	400	11606	11879	11131
19 Lanark	1453	1106	1420	1438	990	106	6011	6189	5728
20 Leeds and Grenville	2484	1745	2334	3063	3021	140	11148	11589	8179
21 Lennox and Addington	1002	677	1064	1407	1196	103	5448	5430	4247
22 Lincoln	939	651	827	964	1041	47	4224	4327	3847
23 Middlesex	2941	2465	2774	2728	2634	620	13863	13868	12958
24 Norfolk	1452	1075	1591	1441	1654	131	7265	7285	5967
25 Northumberland	1549	1187	1618	1727	1453	171	7531	7633	6162
26 Ontario	2059	1514	1762	2042	2167	160	9509	9513	8073
27 Oxford	1698	1229	1707	1956	1704	380	8394	8532	7172
28 Peel	1316	1046	969	1190	1033	57	5484	5296	4737
29 Perth	1645	1323	1571	2418	1162	586	8269	8392	4733
30 Peterborough	1353	964	1285	1243	963	56	5554	5662	4258
31 Prescott and Russell	3102	1568	1479	1464	1115	67	7906	8117	6410
32 Prince Edward	640	536	712	844	1061	113	3751	3767	3376
33 Renfrew	2154	1417	1880	1790	1564	33	7652	8011	6143
34 Simcoe	4027	2904	3397	3632	3035	393	16552	16554	12730
35 Stormont	1652	626	1213	852	659	50	4108	3969	2438
36 Victoria	2120	1608	2112	2273	1685	153	9390	9340	7234
37 Waterloo	1808	1209	1620	1822	1150	150	7759	7759	6073
38 Welland	1050	803	999	1238	1388	120	5260	5377	4981
39 Wellington	2291	1703	2417	2733	1766	347	10822	10996	9627
40 Wentworth	1233	791	1160	1335	1511	140	5879	5958	4712
41 York	3009	2104	2993	2904	2309	150	12457	12787	11297
42 Districts	2065	1635	1868	1680	829	74	7943	7840	6256
Total	77957	55839	71524	76396	63410	8231	334854	339458	280882
CITIES.									
1 Belleville	418	349	376	414	263	.....	1820	1820	1820
2 Brantford	579	381	435	699	349	.....	2443	2443	2443
3 Guelph	400	195	239	643	406	.....	1806	1869	1709
4 Hamilton	2512	1266	1250	1815	1190	216	7590	8249	8249
5 Kingston	601	391	374	629	443	255	2693	2693	2693
6 London	1534	783	869	1410	642	.....	5238	5238	4836
7 Ottawa	627	521	527	802	602	181	3260	3260	3260
8 St. Catharines	479	223	287	387	271	.....	1647	1647	1647
9 St. Thomas	670	386	440	561	267	.....	2324	2324	1791
10 Stratford	425	319	274	399	314	.....	1731	1731	1731
11 Toronto	7305	3470	5916	4634	2731	1010	23750	23750	23463
Total	15550	8284	10987	12393	7478	1662	54302	55024	53642

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	4064	1661	2065	1078	1639	1260	1770	326	205	92	77	80	.....
2	9990	5569	8577	2992	5032	7221	4841	546	393	128	260	236	56
3	5080	1863	4006	1668	1455	694	2333	204	138	92	169	59	30
4	3848	3031	3388	1274	1887	2046	2673	121	93	37	38	56	127
5	3642	2243	3320	906	1425	324	2104	50	83	24	38	30	5
6	4023	581	3217	1017	1313	428	1400	272	233	88	116	108	.....
7	7666	3321	7666	2008	3198	3011	2743	458	308	117	117	162	72
8	5751	3247	4697	1565	2539	4264	3386	175	123	59	223	118	32
9	4077	1552	3208	1183	1482	633	1378	148	59	21	47	25	40
10	2975	779	2596	963	1345	483	333	82	33	24	.....	.....	.....
11	10277	6408	8581	3669	4491	5374	5641	378	277	103	139	152	30
12	4135	1794	3650	1518	1360	1328	2523	170	121	248	85	100	3
13	845	315	590	214	171	54	87	34	2	2	.....	.....	.....
14	3193	2042	2837	1084	1323	1098	2127	282	133	25	50	68	.....
15	6079	4104	6080	1458	2430	3855	6168	390	324	58	159	162	20
16	10023	7469	8645	4251	4939	7124	5547	758	575	282	358	317	131
17	5892	3827	5128	2275	2528	3144	2986	450	185	142	73	90	7
18	7806	4297	8418	2501	4115	3522	5578	387	388	186	257	248	12
19	3895	1409	3313	1389	1705	531	1523	244	113	67	41	54	.....
20	7535	1619	6523	2900	3250	4751	1689	201	149	40	105	74	2
21	3378	1158	2964	1216	1159	2193	1238	171	118	6	72	74	.....
22	3080	1336	2691	1146	1136	2382	1490	89	63	23	68	90	.....
23	9246	6669	8502	3203	4172	5439	8231	560	542	299	245	389	31
24	5068	2582	3918	2142	2342	1370	2874	419	167	64	165	91	160
25	6324	1215	4178	1966	1910	638	2719	267	164	98	124	131	212
26	5773	3441	5131	2509	2287	2013	3064	634	171	81	96	111	.....
27	5657	2995	5952	2362	2707	2949	2504	500	356	110	315	203	85
28	3422	1872	2732	1217	1852	1032	1869	116	60	22	96	35	.....
29	4922	3196	4743	1677	2061	1629	1265	242	512	504	13	27	.....
30	4451	749	3273	1092	1238	320	866	147	64	29	29	12	.....
31	4888	2258	3521	958	1283	922	2591	166	61	37	22	22	37
32	2954	813	2409	1065	1132	1385	1498	190	115	74	64	84	6
33	5547	1986	4678	1719	1879	3236	2298	169	64	75	1	1	56
34	10192	7571	8695	3928	4794	5096	9484	536	359	225	356	273	117
35	2755	762	2250	921	1061	560	315	92	72	17	.....	42	.....
36	6275	3350	4652	2119	2054	1721	2545	299	147	122	129	199	150
37	4750	5100	4646	1243	1591	2240	2849	278	139	72	128	162	90
38	4061	2141	3779	1533	1719	948	2278	420	136	81	37	62	.....
39	7139	3063	5917	2055	3338	3841	2911	256	251	167	120	81	20
40	3870	2244	3679	1704	1773	2549	1951	246	138	86	85	42	17
41	8607	5526	8178	1797	2810	3280	5520	235	203	99	122	86	479
42	4136	1718	3194	1110	1221	1992	1505	119	21	13	1	2	16
	227291	118876	196277	74595	93146	98880	118695	11827	7858	4139	4640	4358	2045
1	1233	1617	1297	263	677	854	1423	.....	.....	....	.....	.....	.....
2	2443	2443	1128	349	531	1894	2443	90	.....	.....	.....	.....	.....
3	1549	1623	1347	608	243	1035	1740	14	12	.....	.....	....	.....
4	4707	8249	5242	1191	1655	1601	5317	216	....	.....	.....	.....	.....
5	1961	2320	1955	698	1049	1657	2622	255	255	255	255	255	....
6	4373	5238	2847	1197	462	2205	3689	....	.....	.....	.....	.....	...
7	1585	2677	1585	181	782	3260	3260	.....	181	.....	.....	....	....
8	1647	.....	1647	137	271	426	1647	.....	.....	.....	.....	.....	.....
9	1341	828	1184	267	549	1297	2324	267	.....	.....	.....	.....	.....
10	1486	1731	1123	382	450	.....	320	....	.....	.....	.....	... ..	....
11	22513	24267	18444	2063	2929	9359	23637	2417	2060	1015	25	... ..	....
	44838	50993	37799	7336	9598	23588	48422	3259	2508	1270	280	255	.....

II.—TABLE B.—The

TOWNS.	NUMBER OF PUPILS IN								
	Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Almonte	142	38	95	114	84	...	468	468	435
2 Amherstburg	111	58	47	55	38	33	342	342	342
3 Aurora	154	113	80	74	76	.....	497	497	497
4 Aylmer	107	79	87	139	146	.....	558	558	558
5 Barrie	355	246	214	253	209	.....	1277	1277	1196
6 Berlin	419	230	286	187	117	.....	1239	1239	1239
7 Blenheim	159	32	79	72	44	21	407	407	407
8 Bothwell	65	19	54	44	18	19	219	219	219
9 Bowmanville	192	95	161	130	121	.....	699	699	699
10 Brampton	174	225	137	144	116	.....	796	796	796
11 Brockville	292	142	349	374	148	.....	1305	1305	1305
12 Chatham	535	280	389	319	338	.....	1861	1861	1861
13 Clinton	160	137	110	137	135	.....	679	679	679
14 Cobourg	149	108	128	187	115	.....	683	663	552
15 Collingwood	414	154	222	261	213	.....	1264	1264	1114
16 Cornwall	185	102	117	127	101	.....	632	632	632
17 Dresden	119	88	102	94	93	45	541	541	541
18 Dundas	166	95	72	111	142	.....	586	586	586
19 Durham	106	43	47	66	55	19	336	336	336
20 Galt	460	202	235	453	247	.....	1597	1597	1597
21 Goderich	212	140	242	205	134	.....	933	933	933
22 Gravenhurst	218	175	145	112	67	16	743	743	743
23 Harriston	110	82	167	100	51	13	523	523	523
24 Ingersoll	281	99	175	183	126	.....	864	864	864
25 Kincardine	206	131	176	225	92	.....	830	830	830
26 Lindsay	226	190	140	224	140	.....	920	920	920
27 Listowel	191	110	162	159	56	.....	678	560	487
28 Meaford	143	86	144	134	58	55	620	620	620
29 Milton	128	69	75	67	36	45	420	420	420
30 Mitchell	142	56	117	170	77	.....	562	562	562
31 Mount Forest	129	73	125	169	160	5	661	612	612
32 Napanee	111	122	118	232	179	.....	760	760	760
33 Newmarket	105	54	83	111	91	.....	444	444	444
34 Niagara	58	14	70	59	53	.....	196	196	196
35 Niagara Falls	103	77	68	70	139	20	477	477	477
36 Oakville	80	48	73	57	56	.....	314	314	314
37 Orangeville	164	145	77	215	128	.....	729	729	729
38 Orillia	245	220	272	271	146	.....	1118	1118	580
39 Oshawa	215	125	199	210	84	.....	833	833	833
40 Owen Sound	236	158	363	312	137	.....	1206	1206	1206
41 Palmerston	130	102	70	68	71	.....	441	441	441
42 Parkdale	484	232	240	214	265	47	1355	1355	1355
43 Parkhill	95	51	84	45	59	.....	334	334	334
44 Paris	167	109	81	172	106	.....	635	635	635
45 Parry Sound	118	108	83	88	34	10	441	400	300
46 Pembroke	156	65	79	84	99	.....	483	483	483
47 Penetanguishene	131	14	57	73	10	4	240	240	204
48 Perth	141	63	152	115	99	.....	570	570	570
49 Peterborough	410	290	266	273	273	.....	1512	1512	1512
50 Petrolea	292	186	206	267	153	.....	1104	1104	1060
51 Picton	131	79	134	111	87	.....	542	542	542
52 Port Arthur	160	69	69	69	41	.....	408	408	408
53 Port Hope	298	156	196	204	169	.....	943	1023	724
54 Prescott	80	63	60	58	136	.....	397	397	397
55 Ridgetown	86	113	103	117	96	.....	515	515	515
56 Sandwich	69	51	31	41	52	.....	244	244	244
57 Sarnia	325	200	220	228	160	.....	1133	1133	1133
58 Sault Ste. Marie	109	96	49	44	25	.....	323	323	323
59 Seaforth	103	144	138	157	180	.....	722	722	505
60 Simcoe	90	82	180	130	128	.....	610	610	178

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	365	146	281	84	131	35	.....	.....	.....	.....	.....	.....	.....
2	173	342	208	61	126	186	262	33	33	.....	21	.....	.....
3	255	267	255	76	151	.....	421	.....	.....	.....	.....	.....	.....
4	417	558	558	82	146	285	558	.....	.....	.....	.....	.....	.....
5	782	925	676	202	81	.....	1196	.....	.....	.....	.....	.....	.....
6	590	590	266	304	304	.....	600	.....	.....	.....	.....	.....	.....
7	407	407	157	65	100	407	407	21	21	.....	21	21	...
8	135	219	135	37	.....	135	219	19	19	19	19	19	19
9	412	421	298	67	121	.....	.....	.....	.....	.....	.....	.....	.....
10	397	796	183	116	250	318	796	57	.....	.....	.....	.....	.....
11	750	661	523	148	240	135	661	...	.....	.....	.....	.....	.....
12	1354	1861	1020	338	214	1341	1720	379	.....	.....	.....	.....	.....
13	412	679	272	75	124	135	679	.....	.....	.....	.....	.....	.....
14	460	47	381	115	141	204	460	.....	.....	.....	.....	.....	.....
15	883	311	575	213	291	1009	998	.....	.....	.....	.....	.....	.....
16	287	632	490	105	105	.....	632	.....	.....	.....	.....	.....	.....
17	541	541	429	138	151	138	541	40	40	45	23	23	.....
18	225	371	325	142	189	206	318	.....	.....	.....	.....	.....	.....
19	187	.....	187	74	140	.....	336	19	19	.....	19	19	.....
20	895	696	895	337	402	816	816	.....	.....	.....	.....	.....	.....
21	581	.....	339	195	195	187	187	.....	.....	.....	.....	.....	.....
22	195	.....	195	83	195	.....	.....	16	16	.....	16	16	.....
23	331	203	270	123	198	64	323	13	13	.....	.....	.....	.....
24	864	864	864	134	182	864	864	.....	.....	.....	.....	.....	.....
25	555	617	493	93	187	493	501	20	.....	.....	.....	.....	.....
26	504	920	590	364	364	.....	780	.....	.....	.....	.....	.....	.....
27	377	520	377	56	51	.....	.....	.....	.....	.....	.....	.....	.....
28	477	479	497	185	247	.....	336	55	55	.....	38	55	.....
29	420	420	420	81	148	223	420	81	45	5	45	45	.....
30	364	562	310	77	248	562	252	.....	.....	.....	.....	.....	.....
31	532	661	402	165	165	661	661	20	5	5	.....	.....	.....
32	515	520	448	177	162	335	378	20	.....	.....	.....	.....	.....
33	275	444	285	91	176	265	444	.....	.....	.....	.....	.....	.....
34	182	.....	152	53	53	75	41	.....	.....	.....	.....	.....	.....
35	297	477	229	82	229	417	.....	52	20	20	20	.....	.....
36	186	.....	186	56	113	.....	.....	.....	.....	.....	.....	.....	.....
37	420	386	729	128	278	729	729	.....	.....	.....	.....	.....	.....
38	398	.....	580	146	219	.....	.....	.....	.....	.....	.....	.....	.....
39	476	.....	429	84	216	.....	.....	.....	.....	.....	.....	.....	.....
40	1206	812	1206	449	449	1206	1206	.....	.....	.....	.....	.....	.....
41	209	70	209	71	90	139	71	6	6	6	.....	.....	.....
42	998	1355	766	279	446	776	1355	47	47	47	47	47	.....
43	188	188	104	59	104	104	334	.....	.....	.....	.....	.....	.....
44	635	.....	635	275	278	635	....	.....	.....	.....	.....	.....	.....
45	215	300	132	65	65	215	441	10	2	3	57	.....	.....
46	483	483	400	99	155	.....	483	.....	.....	.....	.....	.....	.....
47	116	260	76	14	34	.....	.....	34	4	2	1	1	.....
48	366	305	214	99	153	.....	570	.....	.....	.....	.....	.....	.....
49	812	.....	546	273	273	.....	4	.....	.....	.....	.....	.....	.....
50	1160	797	750	153	283	353	329	.....	.....	.....	.....	69	.....
51	332	511	332	87	135	134	94	.....	.....	.....	.....	.....	.....
52	248	.....	210	110	110	.....	.....	.....	.....	.....	.....	.....	.....
53	724	655	569	169	260	260	473	.....	.....	.....	.....	.....	.....
54	317	397	317	136	136	194	397	.....	.....	.....	.....	.....	.....
55	515	516	516	213	213	.....	.....	.....	.....	.....	.....	.....	.....
56	175	244	124	93	93	244	244	93	.....	.....	.....	.....	.....
57	726	973	857	160	231	532	1133	.....	.....	.....	.....	.....	.....
58	323	.....	323	50	50	75	25	7	.....	.....	.....	.....	.....
59	337	505	337	115	47	133	722	.....	.....	.....	.....	.....	.....
60	333	500	258	128	128	.....	.....	.....	.....	.....	.....	.....	.....

II.—TABLE B.—The

TOWNS.—*Continued.*	NUMBER OF PUPILS IN								
	Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
61 Smith's Falls	140	191	159	130	81	.....	701	701	701
62 Stayner	119	71	97	80	41	21	429	429	429
63 St. Mary's	164	172	282	150	140	.....	837	908	811
64 Strathroy	208	134	125	133	178	.....	778	778	778
65 Thornbury	14	27	53	59	153	.....	306	306	306
66 Thorold	157	79	98	84	81	.....	492	492	492
67 Tilsonburg	157	77	74	103	67	.....	478	478	478
68 Trenton	280	141	150	99	88	.....	758	758	758
69 Uxbridge	128	74	104	98	92	.....	496	496	496
70 Walkerton	148	130	141	121	131	.....	671	671	671
71 Waterloo	186	73	104	97	118	.....	460	460	460
72 Welland	113	97	69	100	72	.....	451	451	451
73 Whitby	101	75	121	141	152	.....	590	590	590
74 Windsor	421	253	355	277	254	.....	1502	1544	1373
75 Wingham	86	110	111	166	71	41	585	585	585
76 Woodstock	467	263	334	287	170	.....	1521	1521	1521
Total	14241	8950	10877	11309	8698	414	53824	53789	51407
TOTALS.									
1 Counties, etc	77957	55839	71524	76396	63410	8231	334854	339458	280882
2 Cities	15550	8284	10987	12393	7478	1662	54302	55024	53642
3 Towns	14241	8950	10877	11309	8698	414	53824	53789	51407
4 Grand total, 1888	107748	73073	93388	100098	79586	10307	442980	448271	385931
5 " " 1887	107061	72637	93692	102222	77637	9590	438535	440914	373249
6 Increase	687	436	.....	....	1949	717	4445	7357	12682
7 Decrease	.....	.....	304	2124	.....	.. ..	.....	.....	.....
8 Percentage of grand total as compared with total attendance	23	16	20	22	17	2	95	97	83

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
61	701	701	701	81	106	81	245						
62	429		429	62	142		287	21			13	13	
63	702	908	468	266	266		442						
64	436	682	436	178	311	502	778						
65	217		217	160	160	306	306	18	18	18	18	18	
66	341	361	341	81	142	358	492	41					
67	340	478	409	170	170	67	478						
68	428	387	330	88	195	257	758						
69	368		368	92	61	496	304						
70	334	337	252	71	131	252	671						
71	219		270	118	54	164	186						
72	338	381	340	72	72	72	72						
73	436	414	458	247	25	212	428						
74	1221	863	565	285	242	147	948						
75	399	475	278	112	278	348		41	41		41		
76	1104	876	1104	170	457	637	1521						
	35507	33267	30756	10502	13810	19124	33326	1193	404	170	399	346	19
1	227291	118876	196277	74595	93146	98880	118695	11827	7858	4139	4640	4358	2045
2	44838	50993	37799	7336	9598	23588	48422	3259	2508	1270	280	255	
3	35507	33267	30756	10502	13810	19124	33326	1193	404	170	399	346	19
4	307636	203136	264832	92433	116554	141592	200443	16279	10770	5579	5319	4959	2064
5	297183	182617	252178	89754	106210	71525	161644	13796	10841			5371	1529
6	10453	20519	12654	2679	10344	70067	38799	2483					535
7									71			412	
8	66	44	57	20	25	31	43	3.50	2.33	1.20	1.15	1.11	.41

III.—TABLE C.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	PUBLIC SCHOOL					
	TOTAL.			ANNUAL SALARIES.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
				$	$	$
1 Brant	70	29	41	600	444	299
2 Bruce	208	108	100	650	445	275
3 Carleton	131	62	69	600	373	271
4 Dufferin	83	36	47	550	365	281
5 Dundas	92	38	54	700	363	255
6 Durham	114	52	62	600	400	302
7 Elgin	123	58	65	500	393	293
8 Essex	125	58	67	700	432	327
9 Frontenac	140	38	102	600	298	228
10 Glengarry	81	20	61	550	335	232
11 Grey	230	111	119	540	372	281
12 Haldimand	96	43	53	700	400	273
13 Haliburton	51	8	43	450	277	201
14 Halton	77	37	40	675	432	296
15 Hastings	193	67	126	750	372	261
16 Huron	214	132	82	700	408	270
17 Kent	139	75	64	600	409	320
18 Lambton	193	77	116	700	404	287
19 Lanark	143	32	111	700	342	210
20 Leeds and Grenville	263	67	196	750	323	226
21 Lennox and Addington	117	33	84	500	337	223
22 Lincoln	79	36	43	700	416	288
23 Middlesex	220	107	113	800	425	324
24 Norfolk	118	46	72	600	381	274
25 Northumberland	123	54	69	600	392	275
26 Ontario	138	85	53	800	400	298
27 Oxford	127	78	49	575	450	291
28 Peel	89	51	38	515	396	305
29 Perth	120	67	53	575	422	302
30 Peterborough	100	39	61	700	346	272
31 Prescott and Russell	150	37	113	625	343	214
32 Prince Edward	84	39	45	500	342	276
33 Renfrew	153	43	110	750	351	218
34 Simcoe	258	136	122	650	384	270
35 Stormont	75	20	55	550	354	244
36 Victoria	190	62	128	600	375	242
37 Waterloo	118	76	42	650	447	277
38 Welland	95	33	62	800	413	278
39 Wellington	159	82	77	600	416	297
40 Wentworth	95	46	49	600	432	285
41 York	192	104	88	600	431	291
42 Districts	176	57	119	600	340	257
Total	5742	2479	3263	800	396	268

Schools of Ontario.

TEACHERS.

	Total Number of Certificates.	Certificates.							Number of Teachers who have attended Normal Schools.
		Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	
1	70	2	29	3	.....	36	.....	.....	31
2	208	2	65	2	.....	119	20	.....	59
3	131	3	39	4	2	75	8	.....	42
4	83	.....	12	1	1	69	.....	.....	11
5	92	1	23	3	.....	65	.....	.....	23
6	114	.....	55	.....	1	58	.....	.....	47
7	123	1	41	.....	.....	81	.....	.....	37
8	125	.....	46	.....	.....	69	10	.....	41
9	140	.....	17	2	2	114	5	.....	13
10	81	1	9	4	.....	57	10	.....	11
11	230	.....	60	1	3	162	4	.....	37
12	96	2	34	.....	.....	60	.....	.....	35
13	51	.....	2	.....	1	48	.....	.....	3
14	77	2	35	2	.....	38	.....	.....	33
15	193	2	47	.....	.....	131	13	.....	46
16	214	4	78	.....	13	117	.....	.....	83
17	139	10	42	2	.....	82	3	.....	55
18	193	2	52	2	2	134	1	.....	50
19	143	1	8	2	.....	103	29	.....	8
20	263	2	28	1	1	203	28	.....	24
21	117	2	13	2	7	90	3	.....	15
22	79	4	34	1	.....	40	.....	.....	30
23	220	5	96	2	.....	117	.....	.....	96
24	118	1	30	1	6	79	1	.....	30
25	123	1	34	3	5	75	5	.....	19
26	138	6	40	1	.....	89	2	.....	38
27	127	3	56	4	.....	63	1	.....	51
28	89	4	38	1	.....	44	2	.....	36
29	120	.....	46	.....	.....	74	.....	.....	43
30	100	1	35	1	.....	49	14	.....	32
31	150	1	19	.....	1	37	10	82	19
32	84	.....	20	1	.....	63	.....	.....	18
33	153	2	11	.....	1	137	2	.....	12
34	258	3	64	.....	1	187	3	.....	63
35	75	.....	11	3	2	55	4	.....	9
36	190	3	38	.....	.....	147	2	.....	39
37	118	2	55	2	.....	59	.....	.....	48
38	95	.....	16	10	.....	69	.....	.....	19
39	159	1	75	3	.....	80	.....	.....	67
40	95	.....	42	4	.....	49	.....	.....	40
41	192	3	86	11	2	88	2	.....	81
42	176	2	20	1	.....	135	18	.....	15
	5742	79	1603	80	51	3647	200	82	1509

III.—TABLE C.—The Public

TOTALS.	PUBLIC SCHOOL					
	TOTAL.			ANNUAL SALARIES.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
				$	$	$
1 Counties, etc	5742	2479	3263	800	396	268
2 Cities	786	89	697	1500	860	388
3 Towns	745	146	599	1000	601	290
4 Grand Total, 1888	7273	2714	4559	1500	424	292
5 " " 1887	7103	2627	4476	1450	425	292
6 Increase	170	87	83	50	.....	.....
7 Decrease	.....	.....	.....	.....	1	.....
8 Percentage of grand total	.....	37	63	.....	.....	.....

* There are, in addition 101 teachers holding 1st Class, and 11 holding

Schools of Ontario.—*Continued.*

TEACHERS.

	Total Number of Certificates.	Certificates.							Number of Teachers who have attended Normal Schools.
		Provincial 1st Class.*	Provincial 2nd Class.*	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	
1	5742	79	1603	80	51	3647	200	82	1500
2	786	107	557	21	8	73	.....	20	612
3	745	61	432	18	8	208	18	.....	390
4	7273	247	2592	119	67	3928	218	102	2511
5	7103	240	2501	144	80	3794	276	68	2367
6	170	7	91	.....	.....	134	.....	34	144
7	.....	.....	.....	25	13	.....	58	.....	.....
8	.....	3.40	36	1.64	1	54	.3	1.40	35

2nd Class Provincial Certificates employed in the High Schools.

IV.—TABLE D.—The Public

TOTALS.	Total Number of Schools.			School Houses.					Title.		School		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc.	5036	5015	21	1808	474	2299	491	5072	4960	112	10524	11815	3893
2 Cities	130	130	....	103	23	4	....	130	128	2	2640	1854	215
3 Towns	185	185	.....	129	22	34	....	185	180	5	1429	2026	901
4 Grand total, 1888...	5351	5330	21	2040	519	2337	491	5387	5268	119	14593	15695	5009
5 " " 1887...	5303	5277	26	2029	507	2290	494	5320	5209	111	14728	16500	.....
6 Increase.....	48	53	.....	11	12	47	....	67	59	8	.....	.....	.....
7 Decrease	.....	.....	5	.....	....	.....	3	.....	.....	....	135	805	.....
8 Percentage of grand total	.....	99.61	.39	38	10	43	9	.....	98	2	18	19	6

Schools of Ontario.

	Visits.		Maps, Blackboards.		Examinations, Prizes.		Lectures.			Trees.	Prayers.				Aver'ge Days Open.
	Other persons.	Total.	Number of Schools using Maps.	Total number of Maps.	Number of Examinations.	Number of Schools distributing Prizes.	Inspectors.	Other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened and closed with prayer.	Number using Bible.	Number imparting Religious Instruction, Reg. 206.	Average number of legal Teaching days open.
1	38705	64937	4809	36847	4167	1088	249	314	566	25233	3209	4846	1668	463	208
2	2967	7676	130	4162	229	99	....	2	2	48	85	148	84	.....	204
3	3548	7904	185	1888	255	26	25	24	46	433	137	179	78	9	207
4	45220	80517	5124	42897	4651	1213	274	340	614	25714	3431	5173	1830	472	208
5	52930	84158	5070	38774	5166	1326	232	190	422	28057	4430	.....	....	.....	208
6	.....	.....	54	4123	.....	.....	42	150	192	.....	.....	.....	....	.....	.....
7	7710	3641	.....	.....	515	113	....	....	....	2343	999	.....	....	.....	.....
8	57	.....	96	.....	.....	23	45	55	....	.....	64	97	34	1	.....

V.—TABLE E.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.	Receipts. For Teachers' salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	2113 00	24362 69	15168 66	41644 35
2 Bruce	6697 00	78219 10	23003 50	107919 60
3 Carleton	4102 00	46240 26	9866 42	60208 68
4 Dufferin	3362 00	29789 22	10138 30	43289 52
5 Dundas	2567 00	33602 52	6089 14	42258 66
6 Durham	3286 00	43333 55	11628 68	58248 23
7 Elgin	3892 00	49234 48	20320 43	73446 91
8 Essex	4481 00	51270 42	21895 67	77647 09
9 Frontenac	3449 60	32600 46	9869 14	45919 20
10 Glengarry	2630 00	21079 03	3360 33	27069 36
11 Grey	7502 00	77793 68	26556 88	111852 56
12 Haldimand	2658 00	34466 38	13244 95	50369 33
13 Haliburton	2746 00	6749 89	2678 71	12174 60
14 Halton	2610 00	27624 24	9791 54	40025 78
15 Hastings	5998 20	55787 86	18138 62	79924 68
16 Huron	7062 00	81378 50	23334 16	111774 66
17 Kent	4240 00	61877 53	27460 72	93578 25
18 Lambton	4978 00	75343 82	29265 37	109587 19
19 Lanark	3850 00	43517 14	12879 35	60246 49
20 Leeds and Grenville	6315 00	68738 63	25340 32	100393 95
21 Lennox and Addington	3103 00	26531 40	11214 84	40849 24
22 Lincoln	2550 00	29594 86	15152 53	47297 39
23 Middlesex	7399 00	87003 02	30663 38	125065 40
24 Norfolk	3515 00	40118 19	20192 61	63825 80
25 Northumberland	4116 00	47585 56	12440 17	64141 73
26 Ontario	5334 00	56211 66	18669 27	80214 93
27 Oxford	4162 00	55638 55	24575 35	84375 90
28 Peel	2608 00	32257 54	14566 17	49431 71
29 Perth	4014 00	51237 58	14987 84	70239 42
30 Peterborough	3238 00	30999 28	7524 61	41761 89
31 Prescott and Russell	3867 00	38697 78	8539 83	51104 61
32 Prince Edward	2064 00	25021 51	7826 86	34912 37
33 Renfrew	6815 00	40210 58	12727 62	59753 20
34 Simcoe	9871 40	95447 20	35528 36	140846 96
35 Stormont	1980 00	22098 10	3431 72	27509 82
36 Victoria	6318 00	56188 51	24554 32	87060 83
37 Waterloo	3732 00	49816 22	37428 63	90976 85
38 Welland	2758 00	31369 55	18588 37	52715 92
39 Wellington	5708 00	68362 43	22620 35	96690 78
40 Wentworth	3282 00	40556 67	19414 93	63253 60
41 York	6749 00	84655 34	40334 75	131729 09
42 Districts	12179 60	45785 14	18524 45	76489 19
Total	189901 80	1998396 07	739537 85	2927835 72
CITIES.				
1 Belleville	1086 00	12197 10	849 34	14132 44
2 Brantford	1647 00	15000 00	2369 97	19016 97
3 Guelph	1108 00	17895 00	909 31	19912 31
4 Hamilton	4620 00	56987 02	61246 40	122853 42
5 Kingston	1643 00	22038 44	443 34	24124 78
6 London	3114 00	31371 00	47514 32	81999 32
7 Ottawa	2095 00	46500 00	22757 74	71352 74
8 St. Catharines	1011 00	14424 25	38 00	15473 25
9 St. Thomas	1462 00	14165 35	1882 00	17509 35
10 Stratford	1136 00	11675 00	539 47	13350 47
11 Toronto	14451 00	357863 00	19629 74	391943 74
Total	33373 00	600116 16	158179 63	791668 79

Schools of Ontario.

EXPENDITURE.

	For Teachers' salaries.	For Sites and building School-houses.	For Maps, Apparatus, Prizes and Libraries.	For Rents and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average Cost per Pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	24387 47	3311 37	300 61	7329 55	35332 00	6312 35	8 70
2	68959 21	10335 41	421 77	12648 88	92365 27	15554 33	5 80
3	40650 30	3823 01	626 58	9846 63	54946 52	5262 16	6 47
4	26772 96	3955 13	338 00	7479 69	38545 78	4743 74	6 73
5	26405 55	5484 84	136 65	6417 72	38444 76	3813 90	7 24
6	38731 41	2186 78	307 59	5953 75	47179 53	11068 70	7 09
7	41843 62	9071 14	809 64	9829 73	61554 13	11892 78	8 03
8	46802 81	3094 22	486 62	13605 07	63988 72	13658 37	6 63
9	29965 42	2692 03	134 80	5796 42	38588 67	7330 53	5 86
10	19287 68	1528 49	135 12	3168 33	24119 62	2949 74	5 47
11	72324 69	10283 65	867 13	14714 35	98189 82	13662 74	5 92
12	31682 80	927 82	125 50	6371 65	39107 77	11261 56	6 64
13	7627 89	869 74	59 35	1690 41	10247 39	1927 21	6 18
14	27549 56	1275 10	179 48	5158 12	34162 26	5863 52	7 28
15	54366 19	4267 45	636 76	9065 18	68335 58	11589 10	6 68
16	76209 92	5139 47	685 09	14622 00	96656 48	15118 18	6 33
17	49343 54	7418 20	1119 74	16012 27	73893 75	19684 50	7 60
18	64054 76	10794 66	1622 73	17666 60	94138 75	15448 44	7 76
19	32809 69	8669 22	296 46	7092 05	48867 42	11379 07	7 50
20	62691 62	8071 30	343 36	15028 25	86134 53	14259 42	6 74
21	27932 84	2176 13	346 87	5059 10	35514 94	5334 30	6 52
22	27187 74	1939 73	672 19	6480 16	36279 82	11017 57	8 12
23	80515 89	11456 98	670 72	15470 88	108114 47	16950 93	7 63
24	36142 83	4897 09	299 30	6170 80	47510 02	16315 78	6 45
25	40394 77	3630 72	50 26	10322 84	54398 59	9743 14	7 06
26	50184 95	5829 79	780 10	14541 37	71336 21	8878 72	7 35
27	49418 88	3726 15	693 46	9920 97	63759 46	20616 44	7 35
28	30390 40	3468 29	327 28	6726 86	40912 83	8518 88	7 29
29	44000 91	6668 47	379 63	9102 78	60151 79	10087 63	6 99
30	29340 64	2122 02	192 01	5259 42	36914 09	4847 80	6 21
31	35108 82	2015 64	385 67	6635 98	44146 11	6958 50	5 02
32	24963 64	630 04	128 25	4451 71	30173 64	4738 73	7 72
33	36604 04	5250 88	746 13	8138 41	50739 46	9013 74	5 74
34	83122 33	18261 99	783 74	15849 88	118017 94	22829 02	6 79
35	19312 18	2510 47	42 44	3383 50	25248 59	2261 23	5 67
36	54829 17	8182 80	582 24	10020 46	73614 67	13446 16	7 39
37	45225 85	6392 95	633 78	9546 31	61798 89	29177 96	7 97
38	30097 77	1788 59	391 68	7727 16	40005 20	12710 72	7 14
39	56960 47	9499 39	567 49	12347 33	79374 68	17316 10	7 05
40	33600 73	10401 13	691 52	8670 42	53363 80	9889 80	8 65
41	69300 82	31703 37	1330 70	18429 21	120764 10	10974 99	8 97
42	43620 01	9216 08	555 36	11919 73	65311 18	11178 01	8 01
	1790722 77	254970 73	20883 80	395671 93	2462249 23	465586 49	6 96
1	9532 50	.....	.....	4034 70	13567 20	565 24	7 45
2	10275 91	1481 77	2303 35	4791 00	18852 03	164 94	7 72
3	9450 74	1950 64	107 36	7650 79	19159 53	752 78	10 12
4	61214 24	23543 59	.....	37182 96	121940 79	912 63	14 78
5	14700 18	1129 44	319 66	7130 47	23279 75	845 03	8 65
6	25056 17	24920 89	68 70	12794 17	62839 93	19159 39	12 00
7	21057 13	21950 56	300 00	20172 49	63480 18	7872 56	19 47
8	10780 67	.....	.....	4325 32	15105 99	367 26	9 17
9	10137 09	3121 80	10 28	2793 48	16062 65	1446 70	6 90
10	8635 05	236 90	94 00	4365 76	13331 71	18 76	7 70
11	166734 57	113191 64	1456 70	76054 80	357437 71	34506 03	14 22
	347574 25	191527 23	4660 05	181295 94	725057 47	66611 32	12 87

V.—TABLE E.—The Public

	TOWNS.	Receipts. For Teachers' Salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
		$ c.	$ c.	$ c.	$ c.
1	Almonte	302 00	3394 65	3281 13	6977 78
2	Amherstburg	147 00	2280 00	833 21	3260 21
3	Aurora	.....	2500 00	1828 13	4328 13
4	Aylmer	262 00	3989 00	2966 27	7217 27
5	Barrie	632 00	6318 17	254 00	7204 17
6	Berlin	826 00	6904 71	272 00	8002 71
7	Blenheim	182 00	3492 42	28 50	3702 92
8	Bothwell	115 00	115 00	2207 94	2437 94
9	Bowmanville	491 00	4492 61	635 17	5618 78
10	Brampton	593 00	6100 00	6236 49	12929 49
11	Brockville	878 00	6952 50	1492 76	9323 26
12	Chatham	1098 00	16020 00	6702 21	23820 21
13	Clinton	515 00	4349 60	726 45	5591 05
14	Cobourg	629 00	4200 00	559 28	5388 28
15	Collingwood	614 00	5991 00	666 50	7271 50
16	Cornwall	496 00	3989 87	840 17	5326 04
17	Dresden	246 00	2754 00	3140 99	6140 99
18	Dundas	375 00	3455 50	4038 64	7869 14
19	Durham	285 00	1715 00	112 83	2112 83
20	Galt	967 00	8103 08	565 57	9635 65
21	Goderich	599 00	4713 73	277 56	5590 29
22	Gravenhurst	258 00	2564 00	6844 38	9666 38
23	Harriston	253 00	2271 47	108 25	2632 72
24	Ingersoll	671 00	5768 50	875 75	7315 25
25	Kincardine	512 00	3821 50	346 87	4680 37
26	Lindsay	593 00	7027 33	4298 01	11918 34
27	Listowel	404 00	3700 00	38 34	4142 34
28	Meaford	472 00	3410 00	161 39	4043 39
29	Milton	332 00	2307 12	704 47	3343 59
30	Mitchell	457 00	2983 00	436 37	3876 37
31	Mount Forest	432 00	3405 00	321 04	4158 04
32	Napanee	577 00	4050 00	256 00	4883 00
33	Newmarket	383 00	2300 00	1981 96	4664 96
34	Niagara	156 00	1200 00	155 28	1511 28
35	Niagara Falls	320 00	3150 00	2238 98	5708 98
36	Oakville	178 00	1821 46	44 40	2043 86
37	Orangeville	618 00	1900 00	3023 52	5541 52
38	Orillia	476 00	4760 00	518 85	5694 85
39	Oshawa	464 00	5603 75	47 40	6115 15
40	Owen Sound	867 00	5900 00	363 19	7130 19
41	Palmerston	212 00	2000 00	115 19	2327 19
42	Parkdale	621 00	15006 00	9734 47	25361 47
43	Parkhill	183 00	2300 00	514 14	2997 14
44	Paris	388 00	4709 84	2041 50	7139 34
45	Parry Sound	173 00	4750 00	170 04	5093 04
46	Pembroke	269 00	2843 24	368 87	3481 11
47	Penetanguishene	256 00	1305 64	375 89	1937 53
48	Perth	561 00	2218 85	5178 19	7958 04
49	Peterborough	654 00	7240 00	2754 25	10648 25
50	Petrolea	377 00	7000 00	176 67	7553 67
51	Picton	466 00	3604 00	460 71	4530 71
52	Port Arthur	490 00	2579 05	397 97	3467 02
53	Port Hope	825 00	6300 00	477 46	7602 46
54	Prescott	404 00	2621 63	209 70	3235 33
55	Ridgetown	287 00	2900 00	221 07	3408 07
56	Sandwich	155 00	1733 00	28 28	1916 28
57	Sarnia	796 00	6106 64	533 49	7436 13
58	Sault Ste. Marie	156 00	2105 00	300 00	2561 00
59	Seaforth	331 00	2835 00	425 72	3591 72

Schools of Ontario.

EXPENDITURE.

	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes, and Libraries.	For Rents and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average Cost per pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	2920 00	.....	.....	1139 66	4059 66	2918 12	7 76
2	1881 08	.....	.....	1296 11	3177 19	83 02	9 29
3	2110 00	301 35	.....	581 27	2992 62	1335 51	6 02
4	2822 50	3125 48	48 58	627 27	6623 83	593 44	11 87
5	5296 91	.....	.....	1907 26	7204 17	.....	5 64
6	5754 45	703 00	20 00	1525 26	8002 71	.....	6 46
7	1958 00	5 55	.....	524 15	2487 70	1215 22	6 11
8	1087 38	42 00	.....	253 35	1382 73	1055 21	6 31
9	3802 88	.....	.....	1296 02	5098 90	519 88	7 29
10	4007 98	6914 87	.....	1094 93	12017 78	911 71	15 09
11	6647 94	.....	.....	2125 47	8773 41	549 85	6 72
12	10650 00	.....	50 00	5633 19	16333 19	7487 02	8 78
13	3156 74	1533 34	85 31	610 29	5385 68	205 37	7 93
14	3645 00	.....	.....	1008 77	4653 77	734 51	6 77
15	4833 33	.....	.....	2025 78	6859 11	412 39	5 42
16	3255 00	843 93	.....	828 71	4927 64	398 40	7 80
17	2480 00	.....	.....	370 16	2850 16	3290 83	5 27
18	2985 80	900 00	24 75	1010 21	4920 76	2948 38	8 40
19	1679 95	.....	24 10	340 20	2044 25	68 58	6 08
20	7666 79	.....	.....	1933 60	9600 39	35 26	6 01
21	3775 00	.....	.....	1815 29	5590 29	.....	5 99
22	2586 81	4034 08	.....	512 61	7133 50	2532 88	9 60
23	2025 00	.....	.....	538 50	2563 50	69 22	4 90
24	5048 39	.....	.....	2213 52	7291 91	23 34	8 44
25	3231 63	.....	55 50	1306 76	4593 89	86 48	5 53
26	5824 61	562 35	.....	5531 38	11918 34	.....	12 96
27	2909 65	.....	.....	1226 76	4136 41	5 93	6 10
28	2832 30	.....	.....	1076 29	3908 59	134 80	6 30
29	2207 14	236 80	.....	628 98	3072 92	270 67	7 31
30	3161 25	.....	.....	607 72	3768 97	107 40	6 71
31	2734 03	.....	103 07	959 23	3796 33	361 71	5 74
32	3505 05	.....	.....	1332 06	4837 11	45 89	6 35
33	2305 00	.....	.....	821 54	3126 54	1538 42	7 04
34	1250 00	.....	.....	248 59	1498 59	12 69	5 90
35	2575 00	.....	6 50	989 86	3571 36	2137 62	7 49
36	1505 06	66 66	.....	472 14	2043 86	.....	6 51
37	3950 09	.....	.....	1484 63	5434 72	106 80	7 45
38	4432 79	332 45	.....	929 61	5694 85	.....	4 94
39	4398 79	.....	.....	1646 77	6045 56	69 59	7 26
40	5096 50	.....	72 94	1619 37	6788 81	341 38	5 63
41	1696 19	6 00	.....	573 35	2275 54	51 65	5 16
42	8547 07	9832 49	33 70	5704 06	24117 32	1244 15	16 27
43	2100 00	100 00	8 00	583 31	2791 31	205 83	8 35
44	3260 70	.....	.....	1356 60	4617 30	2522 04	7 27
45	2588 72	.....	.....	819 24	3407 96	1685 08	7 73
46	2770 00	.....	.....	366 47	3136 47	344 64	6 49
47	1010 00	.....	.....	429 66	1439 66	497 87	5 00
48	5079 46	285 32	59 60	2326 02	7751 00	207 04	5 70
49	6635 50	1785 95	.....	2226 80	10648 25	.....	7 04
50	4640 16	.....	94 82	2818 69	7553 67	.....	6 84
51	3522 57	.....	10 00	690 49	4223 06	307 65	7 79
52	2237 52	.....	75 60	1153 90	3467 02	.....	8 49
53	5863 58	590 00	.....	1111 18	7564 76	37 70	7 40
54	2225 00	.....	40 00	909 68	3174 68	60 65	8 00
55	2075 00	.....	31 94	994 46	3101 40	306 67	6 02
56	1600 00	.....	35 00	256 18	1891 18	25 10	7 75
57	4860 88	81 84	80 75	2412 66	7436 13	.....	6 56
58	1181 10	.....	43 75	1042 65	2267 50	293 50	7 02
59	2840 00	.....	4 00	723 71	3567 71	24 01	4 94

V. TABLE E.—The Public

TOWNS—*Continued.*	Receipts. For Teachers' Salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
60 Simcoe	503 00	2813 94	450 00	3766 94
61 Smith's Falls	291 00	3105 93	201 12	3598 05
62 Stayner	145 00	1950 86	1444 89	3540 75
63 St. Mary's	385 00	3501 00	922 35	4808 35
64 Strathroy	618 00	4900 00	409 59	5927 59
65 Thornbury	156 00	12 69	1959 69	2128 38
66 Thorold	261 00	1902 74	736 43	2900 17
67 Tilsonburg	291 00	2732 20	286 63	3309 83
68 Trenton	423 00	4388 25	420 97	5232 22
69 Uxbridge	267 00	2978 54	193 58	3439 12
70 Walkerton	524 00	7454 02	4513 33	12491 35
71 Waterloo	352 00	3900 00	485 53	4737 53
72 Welland	399 00	2600 00	355 66	3354 66
73 Whitby	351 00	5399 44	256 50	6006 94
74 Windsor	1146 00	10413 67	550 99	12110 66
75 Wingham	253 00	3005 13	340 64	3598 77
76 Woodstock	1137 00	13772 38	1807 72	16717 10
Total	33781 00	324702 65	100249 48	458733 13
TOTALS.				
1 Counties, etc.	189901 80	1998396 07	739537 85	2927835 72
2 Cities	33373 00	600116 16	158179 63	791668 79
3 Towns	33781 00	324702 65	100249 48	458733 13
4 Grand total, 1888	257055 80	2923214 88	997966 96	4178237 64
5 Grand total, 1887	251914 72	2936712 85	912881 44	4101509 01
6 Increase	5141 08	.....	85085 52	76728 63
7 Decrease	.....	13497 97	.....	.....
Percentage of grand total	6.15	69.97	23.88	.....

Schools of Ontario.

EXPENDITURE.

	For Teachers' salaries.	For Sites and building School-houses.	For Maps, Apparatus, Prizes and Libraries.	For Rents and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average Cost per Pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
60	2799 25	.....	.....	967 69	3766 94	.....	6 17
61	2530 00	.....	.....	966 25	3496 25	101 80	4 98
62	1750 00	171 46	.....	264 67	2186 13	1354 62	5 09
63	2893 45	25 00	28 75	1345 48	4292 68	515 67	4 73
64	4416 20	.....	.....	1213 26	5629 46	298 13	7 24
65	1298 58	.....	.....	829 80	2128 38	.....	6 93
66	2010 24	.....	.....	517 51	2527 75	372 42	5 07
67	2344 41	.....	.....	687 72	3032 13	277 70	6 34
68	2893 76	506 24	75 00	878 13	4353 13	879 09	5 74
69	2720 00	.....	31 90	584 81	3336 71	102 41	6 73
70	3090 00	4221 03	.....	4052 14	11363 17	1128 18	16 93
71	3284 09	.....	.....	941 06	4225 15	512 38	7 31
72	2168 32	.....	13 80	987 56	3169 68	184 98	7 03
73	4379 00	.....	.....	1627 94	6006 94	.....	10 18
74	8215 28	.....	.....	3677 45	11892 73	217 93	7 62
75	2318 54	.....	.....	983 79	3302 33	296 44	5 64
76	7093 98	6468 44	.....	3139 48	16701 90	15 20	10 99
	264934 37	43676 23	1157 36	102287 12	412055 08	46678 05	7 56
1	1790722 77	254970 72	20883 80	395671 93	2462249 23	465586 49	6 96
2	347574 25	191527 23	4660 05	181295 94	725057 47	66611 32	12 87
3	264934 37	43676 23	1157 36	102287 12	412055 08	46678 05	7 56
4	2403231 39	490174 19	26701 21	679254 99	3599361 78	578875 86	7 75
5	2346247 23	495583 31	23885 12	665165 71	3530881 37	570627 64	7 63
6	56984 16	.....	2816 09	14089 28	68480 41	8248 22	12
7	.....	5409 12	.....	.....	.....	.....	.....
	66.77	13.62	.74	18.87	.....	.....	.....

VI.—TABLE F.—The Roman Catholic

COUNTIES. Including Incorporated Villages, but not Cities or Towns.)	Number of Schools.	RECEIPTS. Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed, and from other sources.	Total Amount received.	EXPENDI- Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	3	135 00	914 25	797 25	1846 50	840 00	20 54	37 65
2 Carleton	9	413 00	3607 25	604 29	4624 54	2364 40	345 35	.....
3 Essex	6	158 00	2087 73	745 66	2991 39	1950 00	278 58	.....
4 Frontenac	5	133 50	1294 71	701 38	2129 59	1260 50	48 57	6 00
5 Glengarry	5	336 00	2629 29	506 10	3471 59	2583 17	300 00	25 00
6 Grey	8	305 00	2192 99	510 15	3008 14	2300 00	94 28	32 95
7 Hastings	1	11 00	136 64	100 00	247 64	200 00	2 10	6 25
8 Huron	4	108 00	1643 11	353 91	2105 02	1575 00	159 60	9 00
9 Kent	5	292 50	2321 31	982 90	3596 71	2040 00	687 59	14 80
10 Lambton	2	47 00	616 44	58 40	721 84	504 00	.....	.....
11 Lanark	1	40 50	126 00	9 84	176 34	120 00	21 00	.....
12 Leeds and Grenville	5	238 00	767 79	1087 10	2092 89	1223 25	429 23	.....
13 Lennox & Addington	2	61 00	190 41	35 65	287 06	229 40	.....	.....
14 Lincoln	2	78 50	716 02	4163 25	4957 77	908 00	2264 00	13 60
15 Middlesex	4	135 00	1183 73	257 12	1575 85	1126 00	120 20	8 00
16 Norfolk	1	24 50	428 48	96 10	549 08	275 00	107 27	.....
17 Northumberland	5	150 00	1410 73	381 66	1942 39	1251 00	40 00	8 40
18 Ontario	1	70 50	614 85	107 23	792 58	525 00	8 00	1 25
19 Peel	1	61 00	148 00	140 90	349 90	260 00	.....	.....
20 Perth	4	90 50	1473 90	133 35	1697 75	1232 24	130 60	.....
21 Peterborough	2	69 50	507 44	73 10	650 04	520 00	.....	2 00
22 Prescott & Russell	22	876 50	4956 01	2900 77	8733 28	5084 44	1053 22	69 42
23 Renfrew	4	359 00	2823 93	1190 83	4373 76	2529 00	591 21	145 00
24 Simcoe	3	154 50	1399 50	447 38	2001 38	1019 61	102 88	11 47
25 Stormont	4	196 50	1116 50	296 42	1609 42	1127 00	298 45	5 31
26 Waterloo	6	258 00	2410 12	902 19	3570 31	2302 88	153 93	22 92
27 Welland	2	119 50	848 50	202 80	1170 80	625 00	.....	24 15
28 Wellington	8	294 00	4006 85	1631 87	5932 72	2284 00	1753 41	14 18
29 Wentworth	1	42 50	127 64	86 50	256 64	225 00	.....	1 45
30 York	2	114 50	279 36	272 08	665 94	445 00	7 72	12 50
31 Districts	8	255 70	2629 28	974 69	3859 67	2416 57	14 30	72 82
Total	136	5628 70	45608 76	20750 87	71988 33	41345 46	9031 43	544 12
CITIES.								
1 Belleville	3	238 00	1923 61	2130 15	4291 76	1452 50	474 00	15 00
2 Brantford	1	155 50	1195 14	432 24	1782 88	1057 75	.....	132 55
3 Guelph	3	236 50	2976 45	86 11	3299 06	1700 00	668 00	.....
4 Hamilton	6	777 00	7002 04	1142 16	8921 20	3484 39	2827 16	317 08
5 Kingston	5	507 50	3425 88	731 20	4664 58	2820 00	.....	25 60
6 London	4	456 00	3008 07	13 41	3477 48	2052 00	470 00	84 65
7 Ottawa	15	2383 00	21175 00	52761 90	76319 90	15836 66	46526 69	180 00
8 Stratford	2	179 00	1822 00	390 60	2391 60	1400 00	500 00	4 30
9 St. Catharines	4	286 50	4236 14	2902 58	7425 22	1700 00	4533 15	.....
10 St. Thomas	1	150 00	1321 91	312 53	1784 44	1069 00	48 00	45 50
11 Toronto	13	2380 00	24235 72	10068 97	36684 69	13954 68	14734 40	1015 11
Total	57	7749 00	72321 96	70971 85	151042 81	46526 98	70781 40	1819 79

Separate Schools of Ontario.

TURN.				PUPILS.			ATTENDANCE.							
	Amount paid for all other purposes.	Total Amount expended.	Balances.	Number of Pupils.	Boys.	Girls.	Average Attendance.	Percentage of Average to Total Attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 151 days.	151 to 200 days.	201 days to whole year.	Average Cost per Pupil.
	$ c.	$ c.	$ c.												$ c.
1	863 25	1761 44	85 06	308	165	143	190	62	18	30	76	54	76	54	5 72
2	1393 39	4103 14	521 40	854	316	538	403	47	82	166	263	159	149	35	4 80
3	567 76	2796 34	195 05	445	204	241	151	34	62	75	100	91	106	11	6 28
4	596 44	1911 51	218 08	241	114	127	111	46	19	46	60	51	59	6	7 93
5	507 43	3415 60	55 79	435	218	217	237	54	54	74	88	96	99	24	7 85
6	294 10	2721 33	286 81	406	219	187	191	47	29	64	106	120	77	10	6 70
7	3 31	211 66	35 98	39	19	20	19	50	4	5	8	10	12	....	5 41
8	134 28	1877 88	227 14	246	140	106	118	48	15	34	60	77	55	5	7 63
9	504 14	3246 53	350 18	401	*210	191	260	65	40	77	75	99	89	21	8 09
10	105 88	609 88	111 96	99	57	42	52	53	2	15	27	21	29	5	6 15
11	4 90	145 90	30 44	20	9	11	8	40	.....	9	11	....	....	....	7 25
12	304 40	1956 88	136 01	206	101	105	97	47	17	32	59	47	42	9	9 49
13	38 03	267 43	19 63	69	33	36	27	39	10	13	18	13	15	....	3 87
14	572 42	3758 02	1199 75	166	99	67	83	50	10	27	45	31	49	4	22 64
15	117 14	1371 34	204 51	178	105	73	82	46	11	28	38	53	42	6	7 70
16	55 72	437 99	111 09	50	31	19	21	42	2	8	18	14	8	....	8 74
17	601 56	1900 96	41 43	204	107	97	92	45	17	27	60	43	46	11	9 31
18	165 83	700 08	92 50	99	61	38	60	60	1	10	16	29	27	16	7 07
19	37 00	297 00	52 90	56	26	30	21	38	3	13	11	11	17	1	5 30
20	134 84	1497 08	200 67	203	111	92	96	48	11	21	68	54	49	....	7 37
21	56 89	578 89	71 15	79	45	34	38	48	3	7	20	26	20	3	7 32
22	958 12	7165 20	1568 08	1882	975	907	921	49	196	351	566	424	296	46	3 81
23	990 38	4255 59	118 17	676	323	353	386	57	51	86	192	132	188	33	6 29
24	676 65	1810 61	199 77	223	125	98	126	57	12	26	57	52	47	29	8 11
25	87 26	1518 02	91 40	376	170	206	167	44	41	55	95	99	75	11	4 04
26	339 54	2819 27	751 04	596	331	265	304	51	37	95	137	120	150	57	4 73
27	122 48	771 63	399 17	135	58	77	65	48	10	13	34	27	51	....	5 71
28	1440 18	5161 77	440 95	596	295	301	290	49	29	102	154	149	150	12	9 21
29	25 00	251 45	5 19	31	16	15	15	50	2	1	10	10	8	....	8 09
30	157 55	622 77	13 17	120	67	53	48	10	13	27	32	27	21	....	5 18
31	599 59	3103 28	756 39	670	350	320	320	48	56	101	147	118	48	....	6 60
	12455 46	63376 47	8611 86	10109	5100	5009	4939	49	957	1735	2651	2257	2100	409	6 39
1	2147 30	4088 80	202 96	343	179	164	232	68	11	15	69	132	98	18	11 92
2	313 06	1503 36	279 52	303	132	171	154	51	19	23	105	88	68	....	4 96
3	887 55	3255 55	43 51	396	216	180	220	56	21	45	91	91	148	....	8 22
4	1191 64	7820 27	1100 93	1792	842	950	946	53	60	158	666	495	393	20	4 36
5	1436 29	4281 89	382 69	1014	536	478	545	54	44	142	235	198	394	1	4 22
6	710 91	3317 56	159 92	720	390	330	433	60	2	45	151	234	288	....	4 61
7	13270 41	75813 76	506 14	3813	1869	1944	2298	60	507	665	713	774	903	251	19 88
8	157 50	2061 80	329 80	312	148	164	187	60	6	11	64	132	88	11	6 61
9	1089 16	7322 31	102 91	490	285	205	272	56	22	49	112	128	165	14	14 95
10	492 93	1655 43	129 01	291	142	149	171	59	.....	16	91	96	80	8	5 68
11	6980 50	36684 69	.....	4233	2169	2064	2242	53	272	585	1155	1027	1194	....	8 67
	38677 25	147805 42	3237 39	13707	6908	6799	7700	56	964	1754	452	3395	3819	323	10 78

VI.—TABLE F.—The Roman Catholic

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	TEACHERS. Number of Teachers.	Male.	Female.	Average Salary—Male.	Average Salary—Female.	NUMBER IN THE Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	5	....	5	.....	223	308	308	308	261	230	134
2 Carleton	13	3	10	233	201	854	681	678	497	311	94
3 Essex	7	4	3	375	267	445	331	393	164	277	79
4 Frontenac	5	1	4	300	256	241	237	236	189	149	80
5 Glengarry	9	1	8	300	239	435	358	344	196	149	.....
6 Grey	8	2	6	352	266	406	366	397	268	272	162
7 Hastings	1	....	1	.....	250	39	39	39	39	14	.....
8 Huron	5	1	4	350	306	246	237	241	214	174	143
9 Kent	6	3	3	392	267	401	301	300	223	181	129
10 Lambton	2	....	2	.....	252	99	91	99	68	68	.....
11 Lanark	1	....	1	.....	160	20	12	16	8	8	.....
12 Leeds and Grenville	8	....	8	.....	175	206	206	178	117	147	58
13 Lennox & Addington	2	....	2	.....	200	69	69	59	59	45	....
14 Lincoln	2	2	....	450	.. ..	166	166	161	161	66	.....
15 Middlesex	4	2	2	310	253	178	147	168	163	101	54
16 Norfolk	1	...	1	.....	275	50	50	50	50	19	.....
17 Northumberland	5	....	5	.....	251	204	202	191	154	162	14
18 Ontario	2	...	2	.....	263	99	99	99	99	79	.....
19 Peel	1	.	1	.. ..	250	56	56	56	56	40	56
20 Perth	4	1	3	230	300	203	199	199	141	126	48
21 Peterborough	2	1	1	285	235	79	71	71	71	49	.....
22 Prescott and Russell	32	2	30	275	170	1882	1072	1048	731	685	195
23 Renfrew	10	2	8	368	232	676	625	578	499	442	279
24 Simcoe	4	1	3	350	224	223	206	216	80	75	.....
25 Stormont	6	....	6	.....	216	376	345	336	219	227	187
26 Waterloo	11	....	11	.....	212	596	540	488	246	309	357
27 Welland	2	....	2	.....	288	135	132	135	135	104	135
28 Wellington	10	2	8	327	233	596	545	578	386	346	355
29 Wentworth	1	1	....	225	.. ...	31	29	31	31	21	...
30 York	2	....	2	.....	213	120	70	103	88	55	71
31 Districts	8	....	8	.....	250	470	311	322	191	128	162
Total	179	29	150	330	222	9909	8101	8118	5806	5059	2792
CITIES.											
1 Belleville	6	1	5	500	210	343	343	343	343	177	268
2 Brantford	4	1	3	500	210	303	303	303	303	303	303
3 Guelph	7	1	6	500	200	396	396	396	396	396	396
4 Hamilton	28	1	27	800	100	1792	1792	1792	1792	1792	1792
5 Kingston	19	6	13	240	115	1014	996	996	1002	909	996
6 London	12	1	11	700	123	720	720	720	720	600	720
7 Ottawa	68	30	38	260	200	3813	3279	3579	2924	2253	2989
8 Stratford	5	1	4	600	200	312	312	312	312	262	312
9 St. Catharines	9	3	6	334	150	490	443	382	490	328	291
10 St. Thomas	4	....	4	.....	200	291	291	291	291	291	291
11 Toronto	65	19	46	250	207	4233	4102	4149	4208	3378	3676
Total	227	64	163	291	173	13707	12977	13263	12781	10689	12034

Separate Schools of Ontario.

	DIFFERENT BRANCHES OF INSTRUCTION.											MAPS AND PRIZES.			ARBOR DAY.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of Trees planted on Arbor Day.
1	232	12	28	.....	178	34	.....	.....	.....	.....	.....	16	3	3	.....
2	250	37	65	.....	358	.....	.....	.....	.....	.....	.....	47	9	1	.....
3	197	30	51	161	50	4	4	.....	4	4	.....	28	6	2	31
4	123	37	59	.....	22	5	.....	.....	.....	.....	.....	30	4	1	.....
5	118	30	88	.....	.....	.....	.....	.....	.....	.....	.....	22	4	....	12
6	212	98	116	85	160	14	4	2	.....	2	.....	51	8	1	.....
7	12	12	12	.....	39	.....	.....	.....	.....	.....	.....	10	1	....	.....
8	163	71	47	31	71	24	9	5	4	4	.....	44	5	2	10
9	158	59	59	84	84	12	12	9	....	.....	....	25	5	....	3
10	79	27	27	.....	.....	.....	.....	.....	.....	.....	.....	6	1	....	12
11	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	1	.....
12	109	29	36	.....	155	1	6	.....	.....	.....	.....	47	5	....	.....
13	45	11	11	.....	.....	6	.....	.....	.....	.....	.....	13	2	2	.....
14	74	14	14	.....	52	6	1	1	.....	.....	.....	21	2	....	2
15	91	32	42	12	28	2	2	2	2	2	.....	33	4	....	.....
16	15	8	2	.....	50	.....	.....	.....	.....	.....	.....	5	1	....	.....
17	143	36	34	.....	....	3	3	3	3	1	.....	25	5	....	.....
18	79	21	21	.....	.....	.....	10	10	.....	.....	.....	9	1	1	.....
19	40	16	37	.....	56	.....	.....	.....	.....	.....	.....	10	1	1	.....
20	122	42	39	84	48	1	1	1	....	....	.....	28	4	....	.....
21	49	11	18	.....	79	.....	.....	.....	.....	.....	.....	12	2	....	.....
22	544	54	177	.....	.....	66	.....	3	.....	.....	5	106	20	4	2
23	346	115	98	89	135	27	13	.....	.....	.....	.....	39	4	....	.....
24	92	28	46	.....	.....	.....	.....	.....	.....	.....	.....	13	3	....	.....
25	121	27	34	33	78	49	7	12	2	.....	6	24	4	4	16
26	278	41	101	.....	178	.....	.....	.....	.....	57	.....	46	6	5	6
27	104	22	40	....	135	.....	2	2	.....	.....	.....	19	2	....	.....
28	374	86	123	.....	170	14	10	1	.....	.....	.....	63	8	2	.....
29	28	15	8	31	31	2	1	.....	.....	.....	.....	5	1	....	.....
30	55	5	3	.....	.....	.....	.....	.....	.....	.....	.....	10	2	1	.....
31	140	19	75	.....	131	.....	.....	.....	.....	.....	.....	33	5	6	.....
	4401	1045	1511	610	2288	270	85	51	15	70	11	848	129	37	94
1	177	44	44	240	195	.....	2	2	.....	.....	.....	19	3	3	.....
2	163	102	102	47	47	.....	.....	.....	.....	.....	.....	10	1	1	.....
3	216	109	121	128	216	.....	.....	.....	.....	.....	.....	23	3	....	.....
4	1792	456	456	820	1792	223	103	24	26	26	.....	55	6	....	.....
5	743	148	329	444	1002	28	44	44	.....	.....	.....	78	5	1	.....
6	600	275	275	720	720	90	45	15	.....	.....	.....	40	4	....	.....
7	2468	136	918	2600	2275	242	68	256	.....	.....	.....	158	15	....	.....
8	262	145	145	.....	.....	.....	.....	.....	.....	.....	.....	21	2	....	6
9	328	109	233	395	339	70	4	6	.....	.....	.....	20	4	....	20
10	291	39	39	291	201	.....	.....	.....	.....	.....	.....	10	1	1	.....
11	3289	685	923	1802	2800	402	130	130	.....	20	.....	299	13	13	.....
	10329	2248	3585	7487	9677	1055	396	477	26	46	.....	733	57	19	26

VI.—TABLE F.—The Roman Catholic

TOWNS.	Number of Schools.	RECEIPTS. Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed, and from other sources.	Total Amount received.	EXPENDI- Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Almonte	1	85 50	991 50	1310 81	2387 81	736 66	427 50	
2 Amherstburg	2	156 50	2042 79	48 08	2247 37	1413 00	61 67	10 10
3 Barrie	1	91 50	1003 28	541 98	1636 76	925 00	130 28	16 56
4 Berlin	2	115 50	5101 10	179 43	5396 03	1091 69	3437 39	61 06
5 Brockville	3	243 50	2425 38	3 21	2672 09	1618 00	292 00	36 90
6 Chatham	1	151 00	1836 51	299 65	2287 16	1950 12		
7 Cobourg	1	166 00	800 00	1025 57	1991 57	800 00		
8 Cornwall	3	420 50	3630 84	310 37	4361 71	2010 00	177 50	
9 Dundas	2	156 00	886 01	578 86	1620 87	978 50		
10 Galt	1	58 50	332 76	56 13	447 39	325 00		13 21
11 Goderich	1	65 50	410 00	0 50	476 00	400 00		
12 Ingersoll	1	67 00	798 93	460 00	1325 93	650 00	200 00	15 50
13 Lindsay	2	267 00	2230 94	605 47	3103 41	2303 50	119 40	20 05
14 Newmarket	1	40 00	390 00	361 79	791 79	500 00	14 00	2 50
15 Niagara Falls	1	81 00	849 85	418 48	1349 33	600 00		
16 Oakville	1	33 50	143 78	112 01	289 29	263 75	8 80	
17 Orillia	1	63 00	1124 02	365 50	1552 52	675 00		
18 Oshawa	1	77 50	744 60	137 62	959 72	533 35		
19 Owen Sound	1	59 50	533 97	292 90	886 37	316 00	19 41	12 00
20 Paris	1	62 50	483 00	328 45	873 95	400 00		
21 Parkhill	1	33 00	438 70	56 00	527 70	325 00	8 00	
22 Pembroke	1	103 00	3225 60	257 06	3585 66	1946 00	704 41	
23 Perth	1	102 50	600 00	45 20	747 70	600 00	13 00	
24 Peterborough	3	363 00	2776 61	867 26	4006 87	2414 00	82 73	64 78
25 Picton	1	47 00	527 63	145 00	719 63	400 00	6 70	3 50
26 Port Arthur	2	212 50	1209 00	509 47	1921 97	1177 96		
27 Prescott	1	235 50	763 62	298 76	1297 88	1020 00		
28 Sarnia	2	96 00	771 40	292 40	1159 80	1025 00		
29 St. Mary's	1	48 00	329 99	135 00	512 99	350 00		5 00
30 Thorold	2	118 50	850 00	232 22	1200 72	1000 00		14 36
31 Trenton	1	227 00	1282 00	736 08	2245 08	1361 89	282 25	36 88
32 Whitby	1	30 00	324 82	145 50	500 12	325 00		3 75
Total	45	4077 00	39849 63	11156 56	55083 19	30434 42	5985 04	316 15
TOTALS.								
1 Counties, etc	136	5628 70	45608 76	20750 87	71988 33	41345 46	9031 43	544 12
2 Cities	57	7749 00	72321 96	70971 85	151042 81	46526 98	70781 40	1819 79
3 Towns	45	4077 00	39849 63	11156 56	55083 19	30434 42	5985 04	316 15
4 Grand total, 1888	238	17454 70	157780 35	102879 28	278114 33	118306 86	85797 87	2680 06
5 do 1887	229	16807 90	147639 70	65400 81	229848 41	112293 03	48936 67	3624 32
6 Increase	9	646 80	10140 65	37478 47	48265 92	6013 83	36861 20	
7 Decrease								944 26

Separate Schools of Ontario.

	TURE.			PUPILS.			ATTENDANCE.							
	Amount paid for all other purposes.	Total Amount expended.	Balances.	Number of Pupils.	Boys.	Girls.	Average Attendance.	Percentage of Average to Total Attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.	Average Cost per Pupil.
	$ c.	$ c	$ c												$ c.
1	1078 75	2242 91	144 90	178	80	98	93	52	9	29	42	47	45	6	12 60
2	762 60	2247 37	.....	312	151	161	192	61	15	25	66	64	142	....	7 20
3	351 18	1423 02	213 74	216	121	95	139	64	8	18	31	34	71	54	6 59
4	400 85	4990 99	405 04	286	137	149	133	47	6	38	74	59	109	....	17 45
5	657 42	2604 32	67 77	411	164	247	244	60	20	39	85	76	191	....	6 33
6	310 80	2260 92	26 24	285	149	136	162	57	25	37	48	52	108	15	7 93
7	1178 05	1978 05	13 52	216	100	116	138	64	6	22	39	36	113	....	9 15
8	965 77	3153 27	1208 44	952	498	454	504	53	43	86	182	311	213	117	3 31
9	205 70	1184 20	436 67	263	157	106	140	53	24	50	55	65	49	20	4 50
10	48 62	386 83	60 56	97	49	48	65	66	....	6	5	29	42	15	4 00
11	76 00	476 00	.....	128	59	69	75	59	7	9	35	29	48	....	3 72
12	197 14	1062 64	263 29	125	75	50	72	58	10	13	27	38	37	...	8 50
13	643 83	3086 78	16 63	513	225	288	335	65	9	30	80	122	252	20	6 01
14	104 10	620 60	171 19	95	50	45	49	52	9	11	15	33	27	....	6 53
15	485 00	1085 00	264 33	146	72	74	91	62	2	7	23	41	73	..	7 43
16	16 74	289 29	....	60	35	25	38	63	3	6	15	9	22	5	4 81
17	149 69	824 69	727 83	200	95	105	141	70	....	1	23	63	95	18	4 12
18	272 15	805 50	154 22	130	61	69	74	57	1	17	23	37	49	3	6 19
19	111 57	458 98	427 39	140	69	71	70	50	5	15	50	34	36	...	3 27
20	149 90	549 90	324 05	96	52	44	68	70	1	9	15	17	49	5	5 72
21	83 25	416 25	111 45	59	27	32	43	73	1	1	6	12	21	18	7 05
22	442 64	3093 05	492 61	447	264	183	272	61	13	61	124	63	160	26	6 92
23	95 00	708 00	39 70	173	84	89	102	59	8	15	41	33	73	3	4 09
24	1416 24	3977 75	29 12	631	342	289	432	68	28	65	239	88	167	44	6 30
25	304 81	715 01	4 62	65	33	32	48	74	2	5	7	10	16	25	11 00
26	456 35	1624 31	287 66	153	78	75	80	52	7	17	45	36	48	...	10 68
27	164 45	1184 45	113 43	210	111	99	118	56	19	22	47	41	73	8	5 64
28	60 00	1085 00	74 80	234	113	121	81	35	17	32	53	53	79	....	4 64
29	100 00	455 00	57 99	76	34	42	46	59	7	6	6	16	41	....	6 00
30	186 36	1200 72	.....	216	101	115	136	63	6	16	33	50	94	17	5 55
31	498 00	2179 02	66 06	334	176	158	221	66	20	30	70	61	149	4	6 52
32	112 91	441 66	58 46	60	35	25	35	58	4	4	12	20	20	....	7 35
	12085 87	48821 48	6261 71	7507	3797	3710	4437	59	335	742	1616	1679	2712	423	6 50
1	12455 46	63376 47	8611 86	10109	5100	5009	4999	49	957	1735	2651	2257	2100	409	6 39
2	28677 25	147805 42	3237 39	13707	6908	6799	7700	56	964	1754	3452	3395	3819	323	10 78
3	12085 87	48821 48	6261 71	7507	3797	3710	4437	59	335	742	1616	1679	2712	423	6 50
4	53218 58	260003 37	18110 96	31323	15805	15518	17136	55	2256	4231	7719	7331	8631	1155	8 35
5	46369 17	211223 19	18625 22	30373	15376	14997	16866	55	2219	4118	7517	6893	8457	1139	6 95
6	6849 41	48780 18	.....	950	429	521	270	.....	37	83	202	438	174	16	1 40
7	.....	.....	514 26	.....	.....	.....	.....	.....	....	....	....	....	....	....	.....

VI.—TABLE F.—The Roman Catholic

TOWNS.	TEACHERS.					NUMBER IN THE					
	Number of Teachers.	Male.	Female.	Average Salary—Male.	Average Salary—Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Almonte	2	1	1	450	250	178	178	178	178	178	.....
2 Amherstburg	6	1	5	550	175	312	312	312	166	153	262
3 Barrie	3	1	2	475	450	216	216	216	216	170	216
4 Berlin	4	....	4	.....	200	286	286	286	128	193	.. ...
5 Brockville	7	1	6	475	180	411	411	411	411	308	247
6 Chatham	5	1	4	750	300	285	285	285	285	194	176
7 Cobourg	3	....	3	.....	267	216	216	216	216	170	216
8 Cornwall	8	1	7	600	202	952	952	952	952	952	454
9 Dundas	4	1	3	500	200	263	263	263	200	140	150
10 Galt	1	....	1	.....	325	97	75	62	38	38	60
11 Goderich	2	....	2	.....	200	128	128	128	128	91	128
12 Ingersoll	2	....	2	.....	325	125	125	125	86	86	.....
13 Lindsay	10	1	9	800	155	513	513	513	513	443	513
14 Newmarket	2	1	1	400	100	95	95	95	95	46	.....
15 Niagara Falls	3	....	3	.....	200	146	120	131	90	86	131
16 Oakville	2	....	2	.....	135	60	60	60	60	41	60
17 Orillia	2	....	2	.....	338	200	200	200	200	200	40
18 Oshawa	3	...	3	.....	200	130	130	130	130	84	130
19 Owen Sound	2	....	2	.....	175	140	140	140	140	100	140
20 Paris	2	....	2	.....	200	96	96	96	96	55	96
21 Parkhill	1	....	1	.....	325	59	59	59	59	41	.....
22 Pembroke	7	2	5	400	230	447	447	447	447	243	341
23 Perth	2	1	1	425	175	173	129	129	173	78	129
24 Peterborough	11	1	10	700	248	631	631	631	631	631	509
25 Picton	1	....	1	.....	400	65	60	50	50	45	40
26 Port Arthur	4	1	3	450	208	153	153	153	153	83	113
27 Prescott	4	1	3	500	167	210	210	210	200	162	150
28 Sarnia	3	1	2	513	200	234	234	234	64	91	6
29 St. Mary's	1	....	1	.....	350	76	76	76	76	53	76
30 Thorold	4	1	3	500	166	216	216	216	216	140	140
31 Trenton	5	. .	5	.....	258	334	334	334	334	334	334
32 Whitby	1	....	1	.....	325	60	40	40	21	16	.....
Total	117	17	100	525	222	7507	7390	7378	6752	5685	4867
TOTALS.											
1 Counties, etc	179	29	150	330	222	9999	8101	8118	5806	5059	2792
2 Cities	227	64	163	291	173	13707	12977	13263	12781	10689	12034
3 Towns	117	17	100	525	222	7507	7390	7378	6752	5685	4867
4 Grand total, 1888	523	110	413	337	202	31123	28468	28759	25339	21433	19693
5 " 1887	491	91	400	351	191	30373	27824	28501	21818	19608	20950
6 Increase	32	19	13	.....	11	750	644	258	3521	1825	.....
7 Decrease	....	...	....	14	.....	.....	.....	.....	.....	.....	1257

Separate Schools of Ontario.

	DIFFERENT BRANCHES OF INSTRUCTION.											MAPS AND PRIZES.			ARBOR DAY.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of Trees planted on Arbor Day.
1	178	15	28	.....	.....	.....	.....	.....	.....	.....	.....	6	1	....	.....
2	161	61	61	.....	262	14	10	.....	5	.....	.....	24	2	2	.....
3	170	39	100	.....	73	39	.....	.....	.....	.....	.....	10	1	1	.....
4	128	.....	11	.....	.....	6	.....	.....	.....	.....	.....	10	2	2	.....
5	227	50	93	276	411	39	10	10	1	1	.....	20	3	3	.....
6	194	99	99	194	285	99	.....	.....	.....	.....	.....	12	1	....	.....
7	145	47	95	216	216	10	.....	.....	.....	.....	.....	13	1	1	.....
8	952	53	206	.....	952	125	.....	.....	.....	.....	.....	24	3	....	.....
9	140	50	50	.....	.....	.....	.....	.....	.....	.....	.....	14	2	2	.....
10	34	15	22	.....	70	.....	.....	.....	.....	.....	.....	5	1	1	.....
11	91	51	51	.....	128	.....	.....	.....	.....	.....	.....	8	1	....	.....
12	86	25	25	.....	125	.....	.....	.....	.....	.....	.....	10	1	....	.....
13	513	277	177	180	399	50	52	52	52	52	.....	93	2	2	.....
14	33	9	9	.....	.....	.....	.....	.....	.....	.....	.....	7	1	....	.....
15	76	14	14	.....	.....	40	.....	.....	.....	.....	.....	9	1	1	.....
16	41	12	26	60	60	.....	.....	.....	.....	.....	.....	6	1	1	.....
17	200	49	90	....	200	.....	.....	.....	.....	.....	.....	10	1	....	.....
18	84	22	72	84	130	.....	.....	.....	.....	.....	.....	21	1	....	.....
19	100	47	47	140	140	.....	.....	.....	.....	.....	.....	2	1	1	.....
20	55	33	33	33	96	.....	.....	.....	.....	.....	.....	7	1	1	.....
21	41	19	19	....	41	.....	.....	.....	.....	.....	.....	6	1	....	.....
22	283	79	79	283	447	.....	.....	.....	.....	.....	.....	25	1	....	.....
23	.....	78	78	129	.....	.....	.....	78	.....	.....	.....	7	1	....	.....
24	631	84	194	90	402	84	19	14	.....	4	.....	55	3	....	.....
25	45	19	19	.....	.....	2	2	2	.....	.....	.....	7	1	....	.....
26	83	42	36	.....	.....	.....	.....	.....	.....	.....	.....	9	1	1	.....
27	162	56	85	85	135	25	2	.....	.....	.....	.....	15	1	....	.....
28	64	38	38	113	.....	.....	.....	.....	.....	.....	.....	10	2	1	.....
29	53	41	21	....	.....	.....	.....	.....	.....	.....	.....	12	1	....	.....
30	140	26	66	38	30	.....	.....	.....	.....	.....	.....	19	1	...	.....
31	334	63	63	334	334	.....	.....	.....	.....	.....	.....	10	1	1	.....
32	16	4	16	.....	.....	.....	.....	.....	.....	.....	.....	7	1	....	.....
	5460	1517	2023	2255	4936	533	95	156	58	57	.....	493	43	21	.....
1	4401	1045	1511	610	2288	270	85	51	15	70	11	848	129	37	94
2	10329	2248	3585	7487	9677	1055	396	477	26	46	.....	733	57	19	26
3	5460	1517	2023	2255	4936	533	95	156	58	57	.....	493	43	21	.....
4	20190	4810	7119	10352	16901	1858	576	684	99	173	11	2074	229	77	120
5	18678	5076	7931	8578	17365	1972	872	2315	.....	.....	.....	1937	230	118	.....
6	1512	....	.....	1774	.....	.....	.....	.....	.....	.....	.....	137	...	....	.....
7	.....	266	812	.....	464	114	296	1631	.....	.....	.....	....	1	41	.....

VII.—TABLE G.—The

COLLEGIATE INSTITUTES.	Number of Collegiate Institutes.	MONEYS.						
		Receipts.					Expenditure.	
		Legislative Grant for Teachers' Salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Barrie	1	1377 08	2537 08	1245 00	1689 96	6349 12	4858 50	72 45
2 Brantford	1	1622 12	5400 00	2158 00	1381 82	10561 94	7224 84	101 02
3 Chatham	1	1437 41	5019 41	321 13	1231 70	8009 65	5189 62	1480 36
4 Clinton	1	1188 79	2588 79	789 25	6115 94	10682 77	3764 58	4852 26
5 Cobourg	1	1221 45	2400 00	1486 63	2004 49	7112 57	4242 24	76 63
6 Collingwood	1	1567 47	3767 47	1405 75	5071 17	11811 86	5225 23	94 58
7 Galt	1	1602 30	3602 30	1899 35	1453 97	8557 92	6460 25	699 42
8 Guelph	1	1826 38	4701 38	752 50	484 07	7764 33	6517 00	.....
9 Hamilton	1	2136 07	14159 63	2337 50	25 00	18658 20	11789 62	3474 85
10 Ingersoll	1	1215 41	3260 32	630 50	1762 38	6868 61	4169 27	.....
11 Kingston	1	1767 33	2498 00	2557 25	1798 25	8620 83	5036 65	1214 07
12 London	1	1700 07	10800 00	552 42	2856 87	15909 36	9080 00	1040 40
13 Ottawa	1	1752 65	5093 79	3659 35	4040 66	14546 45	8401 01	4476 91
14 Owen Sound	1	1957 53	4390 20	1619 00	32 67	7999 40	6166 50	238 10
15 Perth	1	1175 27	3828 83	526 00	2347 60	7877 70	3604 37	1160 20
16 Peterborough	1	1890 00	4260 00	1529 50	194 22	7873 72	5135 45	750 00
17 Ridgetown	1	1293 67	3043 67	.....	1846 39	6183 73	4501 99	336 49
18 Seaforth	1	1232 11	3232 11	1205 50	153 65	5823 37	4191 68	834 37
19 Stratford	1	1585 30	5000 00	1365 00	3233 61	11183 91	5899 99	556 83
20 Strathroy	1	1848 17	2648 17	1952 00	692 67	7141 01	5650 00	154 07
21 St. Catharines	1	1627 40	5982 33	685 25	158 61	8453 59	6945 51	113 98
22 St. Mary's	1	748 00	2600 00	1420 00	638 92	5406 92	4261 11	146 16
23 St. Thomas	1	1604 92	6634 65	202 90	.....	8442 47	6100 00	958 35
24 Toronto	1	1712 15	14500 00	8743 55	257 00	25212 70	14521 36	5347 76
25 Whitby	1	1344 83	4544 83	583 75	223 90	6697 31	4723 70	374 71
26 Woodstock	1	1409 10	5759 10	1229 50	337 79	8735 49	5085 00	2554 43
1 Total, 1888	26	39842 98	132252 06	40856 58	40033 31	252984 93	158745 47	31108 40
2 Total, 1887	23	37375 84	111447 53	34127 90	30836 11	213787 38	135812 01	24513 28
3 Increase	3	2467 14	20804 53	6728 68	9197 20	39197 55	22933 46	6595 12
4 Decrease	....	.....	.....	.....	.....	.....	.....	.....
5 Percentage of Total	....	16	52	16	16	.....	66	13

Collegiate Institutes.

	MONEYS.				NUMBER OF PUPILS ATTENDING.						
	EXPENDITURE.									CHARGES PER YEAR.	
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.	Average attendance.	Percentage of average to total attendance.		Cost per Pupil.
	$ c.	$ c.	$ c.	$ c.							$ c.
1	224 87	1693 30	6849 12	.....	107	72	179	88	50	$16	38 26
2	.....	1338 77	8664 63	1897 31	140	150	290	173	60	$10 res.; $16 non-res.	29 88
3	78 95	1116 41	7865 34	144 31	186	181	367	139	38	Free	21 43
4	193 95	936 36	9747 15	935 62	102	70	172	102	60	$7 and $10	56 66
5	41 97	2536 32	6897 16	215 41	88	65	153	90	59	$12 res.; $14 non-res.	45 07
6	58 61	6368 49	11746 91	64 95	167	147	314	156	50	$5, $8, $10	37 41
7	78 69	1310 80	8549 16	8 76	124	103	227	120	53	$14	37 66
8	.....	1033 44	7550 44	213 89	152	145	297	166	56	Free; $20 non-res.	25 42
9	.....	3393 73	18658 20	.....	249	264	513	314	61	Free; $16 non-res.	36 37
10	91 83	2589 54	6850 64	17 97	88	75	163	96	59	$6	42 03
11	92 13	879 37	7222 22	1398 61	123	82	205	114	56	$20	35 23
12	591 05	1379 00	12090 45	3818 91	255	195	450	263	59	Free; $40 non-res.	26 87
13	89 86	1546 74	14514 52	31 93	182	132	314	193	61	$15 res.; $27 non-res.	46 22
14	.....	1452 07	7856 67	142 73	167	217	384	211	55	$7	20 45
15	.....	3065 31	7829 88	47 82	52	93	145	88	61	$16	54 00
16	12 00	1976 27	7873 72	.....	115	112	227	138	61	$5 res; $25 non-res.	34 68
17	100 00	772 50	5710 98	472 75	95	105	200	115	58	Free	28 55
18	141 38	654 09	5821 52	1 85	103	84	187	96	52	$8, $10, $12.50	31 13
19	653 20	2413 07	9523 09	1660 82	125	148	273	172	63	$3 and $4, $8 and $12, $20 & $40	34 90
20	.....	581 86	6385 93	755 08	171	117	288	176	61	$7 and $10	22 18
21	.....	1300 52	8360 01	93 58	166	145	311	207	67	Free; $16 non-res.	26 88
22	205 05	704 71	5317 03	89 89	94	110	204	126	62	$5 res.; $15 non-res.	26 06
23	72 07	1312 05	8442 47	.....	150	190	340	207	61	Free	24 83
24	259 62	4567 23	24695 97	516 73	369	255	624	328	53	$24 and $36	39 57
25	154 08	681 94	5934 43	762 88	86	95	181	139	77	$6	32 78
26	146 29	784 40	8570 12	165 37	132	127	259	155	60	$7	33 09
1	3285 60	46388 29	239527 76	13457 17	3788	3479	7267	4344	60	7 Free 19 Fee	33 36
2	1673 30	42219 34	204217 93	9569 45	3417	3085	6502	3837	59	5 Free 18 Fee	31 41
3	1612 30	4168 95	35309 83	3887 72	371	394	765	507	1	2 Free 1 Fee	1 95
4	.....	.....	.....	.....	....	....	....	....	....	.....	.....
5	1	20	.....	.....	52	48	....	....	..	.....	.....

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	MONEYS.						
		Receipts.					Expenditure.	
		Legislative Grant for Teachers' Salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	1	447 53	550 00	498 18	273 21	1768 92	1350 00	.....
2 Almonte	1	657 42	2679 14	52 50	1111 67	4500 73	2285 00	613 16
3 Arnprior	1	531 27	1567 00	10 00	331 73	2440 00	1700 00	334 69
4 Athens	1	684 22	2284 02	154 00	699 22	3821 46	2340 00	71 51
5 Aurora	1	.....	1550 00	147 50	.....	1697 50	641 51	461 22
6 Aylmer	1	985 12	4272 00	126 00	5151 05	10534 17	4000 00	2254 63
7 Beamsville	1	476 80	3482 14	.....	139 44	4098 38	1300 00	2641 47
8 Belleville	1	929 03	3202 90	246 25	9 40	4387 58	4057 32	91 70
9 Berlin	1	935 05	2935 05	972 18	99 84	4942 12	3800 00	260 11
10 Bowmanville	1	752 87	3684 20	.....	307 70	4744 77	3132 50	628 69
11 Bradford	1	514 45	914 45	522 00	190 51	2141 41	1550 00	.....
12 Brampton	1	868 65	2531 05	707 00	1031 37	5138 07	3872 74	376 10
13 Brighton	1	506 23	1106 23	30 00	904 28	2546 74	1375 00	61 00
14 Brockville	1	772 78	16750 00	.....	45 15	17567 93	3592 09	13139 80
15 Caledonia	1	621 12	1471 12	866 00	159 34	3117 58	2298 83	83 97
16 Campbellford	1	662 62	662 62	412 00	1251 93	2989 17	2397 97	21 00
17 Carleton Place	1	546 08	2946 08	46 00	1719 58	5257 74	1800 00	111 17
18 Cayuga	1	471 92	1171 92	.....	194 67	1838 51	1350 00	176 06
19 Colborne	1	526 93	1451 13	.....	290 80	2268 86	1433 33	4 00
20 Cornwall	1	790 25	2924 56	84 00	2195 15	5993 96	2470 73	834 69
21 Dundas	1	519 18	1561 68	239 75	1507 73	3828 34	1720 25	351 93
22 Dunnville	1	606 55	1605 05	294 60	2774 85	5281 05	2000 00	118 00
23 Dutton	1	612 25	2200 00	89 00	741 63	3642 88	2070 00	296 52
24 Elora	1	541 07	1041 07	461 70	651 68	2695 52	1743 75	203 30
25 Essex Centre	1	540 40	10187 49	.....	82 39	10810 28	1781 15	8808 82
26 Fergus	1	514 65	1414 65	118 00	121 79	2169 09	1700 47	38 98
27 Gananoque	1	517 75	1331 98	.....	.....	1849 73	1849 73	.....
28 Georgetown	1	481 43	5333 85	483 00	.....	6298 28	1640 00	4624 33
29 Glencoe	1	.....	5698 75	.....	.....	5698 75	.....	5448 57
30 Goderich	1	971 98	1881 98	706 00	802 65	4362 61	3421 74	120 73
31 Grimsby	1	488 85	850 00	223 34	85 60	1647 79	1383 00	.....
32 Harriston	1	714 07	1614 07	844 00	192 97	3365 11	2625 00	196 59
33 Hawkesbury	1	519 35	1369 35	28 00	19 84	1936 54	1250 00	273 00
34 Iroquois	1	592 52	1900 00	377 25	2988 86	5858 63	2350 00	1871 29
35 Kemptville	1	544 55	1418 86	355 50	9835 21	12154 12	2150 00	9835 21
36 Kincardine	1	709 63	1888 13	492 00	701 55	3791 31	2382 00	602 95
37 Lindsay	1	930 59	4834 59	.....	29587 64	35352 82	5245 80	23264 86
38 Listowel	1	584 23	1582 65	631 62	158 40	2957 00	2022 38	250 90
39 Markham	1	518 45	700 00	492 00	172 50	1882 95	1600 00	43 09
40 Mitchell	1	645 90	1645 90	572 00	257 06	3120 86	2238 33	147 24
41 Morrisburg	1	914 17	5413 55	761 00	.....	7088 72	3755 00	.....
42 Mount Forest	1	847 56	1847 56	765 10	6700 41	10160 63	3000 00	73 21
43 Napanee	1	876 07	3676 07	525 50	49 69	5127 33	3725 00	549 63
44 Newburgh	1	493 85	1218 03	145 00	220 95	2077 83	1603 49	31 26
45 Newcastle	1	459 62	1259 62	.....	329 20	2048 44	1377 73	80 55
46 Newmarket	1	632 78	1200 00	1007 00	312 69	3152 47	2200 50	473 06
47 Niagara	1	488 48	950 00	.....	578 18	2016 66	1350 00	320 95
48 Niagara Falls, South	1	474 07	592 58	94 00	930 18	2090 83	1478 40	253 98
49 Norwood	1	541 25	1776 12	60 00	.....	2377 37	1700 00	374 45
50 Oakville	1	552 30	1485 63	295 50	181 61	2515 04	1800 00	93 12
51 Oakwood	1	438 68	988 68	106 00	443 34	1976 70	1274 88	.....
52 Omemee	1	467 95	467 95	22 00	1203 92	2161 82	1400 00	66 90

High Schools.

	MONEYS.				Number of Pupils Attending.			Average attendance.	Percentage of average to total attendance.	Charges per Year.	Cost per pupil.
	Expenditure.										
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.				
	$ c.	$ c.	$ c.	$ c.							$ c.
1	.....	189 18	1539 18	229 74	29	44	73	44	60	Free	20 72
2	.....	25 78	2923 94	1576 79	78	70	148	97	66	$10	19 76
3	.....	391 53	2426 22	13 78	30	47	77	45	58	Free	31 51
4	34 70	827 85	3274 06	547 40	49	57	106	76	72	Free	30 89
5	104 92	289 86	1497 51	199 99	15	29	44	30	68	$12	34 02
6	.....	2701 20	8955 83	1578 34	101	117	218	121	56	Free	41 08
7	32 69	124 22	4098 28	.....	16	20	36	21	58	Free	113 83
8	75 00	163 56	4387 58	.....	108	142	250	144	57	Free; $16 non-res	19 35
9	107 76	676 16	4844 03	98 09	88	50	138	76	55	$12	35 10
10	143 60	580 04	4484 83	259 94	65	54	119	63	53	Free	37 69
11	.....	189 88	1739 88	401 53	49	49	98	51	52	$9	17 75
12	.....	587 27	4836 11	301 96	92	89	181	111	62	$5	26 72
13	2 00	154 12	1592 12	954 62	63	36	99	47	48	Free	16 08
14	63 36	701 28	17496 53	71 40	68	93	161	89	55	Free	108 67
15	233 75	302 25	2918 80	198 78	77	77	154	90	59	$6 and $7.50	18 95
16	.....	570 20	2989 17	.....	82	68	150	80	54	$3 res.; $12 non-res	19 92
17	8 00	375 44	2294 61	2963 13	45	70	115	86	75	Free: $10 non-res	19 95
18	4 74	206 67	1737 47	101 04	22	21	43	30	70	Free	40 40
19	12 09	212 01	1661 43	607 43	42	47	89	48	54	Free	18 67
20	51 08	429 14	3785 64	2208 32	67	87	154	92	60	Free	24 58
21	12 10	308 68	2392 96	1435 38	34	46	80	38	48	$10	29 90
22	20 00	2301 05	4439 05	842 00	60	55	115	67	58	$5	38 60
23	85 63	963 13	3415 28	227 60	61	45	106	65	61	Free	32 21
24	200 90	275 85	2423 80	271 72	57	59	116	62	54	$5	20 90
25	.....	208 96	10798 93	11 35	40	53	93	48	52	Free	116 11
26	32 40	281 79	2053 64	115 45	61	59	120	76	63	$5	17 11
27	.....	.....	1849 73	.....	28	51	79	54	68	Free	23 40
28	17 00	16 95	6298 28	.....	78	60	138	77	56	$5	45 64
29	.....	15 00	5463 57	235 18	53	49	102	60	59	Free	53 57
30	.....	603 52	4145 99	216 62	90	101	191	114	59	$5	21 70
31	98 10	121 91	1603 01	44 78	30	30	60	39	65	$7	26 71
32	28 45	482 13	3332 17	32 94	85	85	170	89	52	$8	19 60
33	.....	187 58	1710 58	225 96	38	37	75	45	60	Free	22 80
34	123 64	906 68	5341 61	517 02	55	65	120	75	63	$5	44 51
35	30 00	138 91	12154 12	.....	84	60	144	80	56	Free; $10 non-res	84 40
36	129 00	419 04	3532 99	258 32	61	71	132	80	61	$5	26 76
37	76 05	1729 34	30316 05	5036 77	127	126	253	146	58	Free	119 83
38	81 00	563 91	2918 19	38 81	84	70	154	87	56	$3.50, $7.50, $10.50	18 95
39	.....	169 52	1812 61	70 34	63	30	93	46	50	$9	19 48
40	97 91	373 57	2857 08	263 78	65	73	138	84	61	$5	20 70
41	138 68	3195 04	7088 72	.....	112	122	234	147	63	$5	30 29
42	3 00	6957 99	10034 20	126 43	67	73	140	74	53	$7	71 67
43	7 25	821 69	5103 57	23 76	114	92	206	131	63	$6	24 77
44	53 20	135 05	1823 00	254 83	17	29	46	36	78	$6	39 63
45	.....	125 52	1583 80	464 64	24	41	65	30	46	Free	24 35
46	253 33	213 47	3140 36	12 11	76	59	135	75	56	$12	23 26
47	99 85	203 65	1974 45	42 21	22	18	40	18	45	Free	49 35
48	58 96	125 44	1916 78	174 05	44	48	92	53	58	$16	20 83
49	.....	302 92	2377 37	.....	54	60	114	72	63	Free	20 85
50	44 50	215 18	2152 80	362 24	43	47	90	50	56	$5	23 92
51	13 06	594 63	1882 57	94 13	43	24	67	28	42	Free	28 09
52	.....	669 92	2136 82	25 00	21	37	58	34	59	Free	36 82

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	MONEYS.						
		Receipts.					Expenditure.	
		Legislative Grant for Teachers' Salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
53 Orangeville	1	765 92	1841 50	942 75	102 07	3652 24	2939 00	368 50
54 Orillia	1	632 20	1932 20	416 50	177 23	3158 13	2674 96	181 71
55 Oshawa	1	827 75	3275 50	243 00	190 66	4536 91	3441 67	532 25
56 Paris	1	664 50	2464 50	57 50	340 07	3526 57	2407 95	107 78
57 Parkdale	1	.....	27500 00	490 00	.....	27990 00	1508 00	25050 00
58 Parkhill	1	603 88	1503 88	466 50	362 74	2937 00	2200 00	259 24
59 Pembroke	1	775 48	2613 23	.....	304 72	3693 43	2550 00	95 06
60 Petrolea	1	754 60	2526 00	86 00	156 19	3522 79	2801 50	34 44
61 Picton	1	791 82	1892 02	104 00	3010 12	5797 96	2878 12	160 73
62 Port Arthur	1	952 12	12850 00	20 00	504 50	14326 62	1818 29	10079 75
63 Port Dover	1	474 48	1101 56	66 00	.....	1642 04	1500 00	.....
64 Port Hope	1	773 82	1850 00	1122 75	99 81	3846 38	3183 31	57 45
65 Port Perry	1	814 13	2221 13	311 25	35 08	3381 59	3096 25	.....
66 Port Rowan	1	465 10	465 10	20 00	468 49	1418 69	1041 00	153 61
67 Prescott	1	484 55	1282 37	88 75	72 01	1927 68	1600 00	7 80
68 Renfrew	1	583 86	1697 99	.....	640 57	2922 42	2041 66	73 33
69 Richmond Hill	1	490 55	1200 00	379 50	1 80	2071 85	1532 39	2 36
70 Sarnia	1	828 74	3128 74	140 00	37 05	4134 53	3400 00	94 01
71 Simcoe	1	759 60	1711 11	77 50	612 00	3160 21	2593 50	154 30
72 Smith's Falls	1	556 34	3271 25	.....	46 00	3873 59	1510 60	1709 42
73 Smithville	1	462 75	3666 04	281 75	376 30	4786 84	1300 00	1732 22
74 Stirling	1	552 52	1652 52	407 00	4687 93	7299 97	1666 00	439 58
75 Streetsville	1	480 10	692 00	.....	501 80	1673 90	1425 00	31 50
76 Sydenham	1	497 45	1400 00	58 00	334 58	2290 03	1725 00	172 84
77 Thorold	1	534 03	967 53	.....	530 57	2032 13	1600 00	48 16
78 Tilsonburg	1	501 70	1391 68	41 80	1021 19	2956 37	1917 00	59 80
79 Trenton	1	674 60	3361 50	315 83	49 97	4401 90	2233 33	752 16
80 Uxbridge	1	697 97	2197 97	455 75	2637 47	5989 16	2555 00	2124 38
81 Vankleekhill	1	477 07	1154 99	64 00	230 57	1926 63	1500 00	18 45
82 Vienna	1	488 18	750 00	638 97	2 88	1880 03	1334 60	284 85
83 Walkerton	1	908 85	2458 85	902 00	3323 49	7593 19	3600 00	70 50
84 Wardsville	1	487 45	872 45	124 25	1077 74	2561 89	1170 00	2 45
85 Waterdown	1	491 35	966 35	299 98	228 60	1986 28	1450 00	.....
86 Welland	1	664 63	1638 13	346 00	535 65	3184 41	2315 89	57 80
87 Weston	1	455 67	987 78	447 00	711 33	2601 78	2169 42	3 00
88 Williamstown	1	479 05	1000 00	.....	780 87	2259 92	1499 79	28 85
89 Windsor	1	791 15	2886 33	82 60	17284 08	21044 16	3120 00	17374 08
1 Total, 1888	89	54064 48	233443 75	24559 40	119214 69	431282 32	191884 85	143300 75
2 Total, 1887	89	54601 19	183410 98	22070 59	55452 49	315535 25	191639 76	48547 72
3 Increase	..	.....	50032 77	2488 81	63762 20	115747 07	245 09	94753 03
4 Decrease	....	536 71	.....	.....	.....	.....	.....	.....
5 Percentage of Total	....	13	54	6	27	.....	49	36

High Schools.

	MONEYS.				Number of Pupils Attending.						
	Expenditure.										
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.	Average attendance.	Percentage of average to total attendance.	Charges Per Year.	Cost per pupil.
	$ c.	$ c.	$ c.	$ c.							$ c.
53	13 55	204 30	3525 35	126 89	123	105	228	132	58	$9.	15 46
54	60 00	241 46	3158 13	.....	79	61	140	74	53	$5	22 55
55	74 76	488 23	4536 91	.....	85	100	185	112	61	$5	24 52
56	189 99	449 51	3155 23	371 34	45	61	106	55	52	Free; $4.50 non-res	29 76
57	10 00	591 87	27159 87	830 13	58	72	130	95	73	$12	208 92
58	79 75	226 53	2765 52	171 48	72	53	125	72	58	$6 and $8	22 12
59	499 13	90 00	3234 19	459 24	69	60	129	77	60	Free	25 07
60	7 25	303 87	3147 06	375 73	70	88	158	86	54	Free	19 92
61	108 90	2616 06	5763 81	34 15	66	100	166	90	54	Free	34 72
62	....	261 47	12159 51	2167 11	25	24	49	28	58	Free	248 16
63	.....	142 04	1642 04	.....	48	42	90	53	59	Free	18 24
64	.....	576 83	3817 59	28 79	85	77	162	113	70	$9 res.; $11 non-res	23 57
65	.....	250 21	3346 46	35 13	74	69	143	79	55	$7.50	23 40
66	75 24	148 84	1418 69	.....	24	17	41	22	54	Free	34 59
67	.....	291 43	1899 23	28 45	45	38	83	43	51	Free; $10 non-res	22 88
68	10 70	312 93	2438 62	483 80	60	62	122	63	52	Free	20 00
69	.....	358 22	1892 97	178 88	37	32	69	37	53	$9	27 42
70	35 70	604 82	4134 53	.. ..	136	78	214	140	65	Free	19 31
71	126 17	286 24	3160 21	.....	76	94	170	88	52	Free	18 58
72	377 68	275 89	3873 59	.....	43	54	97	58	60	Free	40 00
73	81 66	186 39	3300 27	1486 57	32	38	70	53	76	$10	47 14
74	198 70	4995 69	7299 97	.....	28	31	59	37	63	$10	123 73
75	25 75	155 94	1638 19	35 71	37	36	73	43	59	$5	22 44
76	28 00	267 38	2193 22	96 81	37	42	79	60	76	Free	27 76
77	94 52	232 29	1974 97	57 16	15	60	75	51	68	Free	26 33
78	209 62	736 80	2923 22	33 15	53	44	97	57	59	Free	30 13
79	78 05	828 38	3891 92	509 98	71	62	133	82	62	$9	29 26
80	64 29	437 44	5181 11	808 05	70	54	124	74	60	$7.50	41 78
81	10 19	142 69	1671 33	255 30	29	62	91	54	59	Free	18 36
82	160 72	99 86	1880 03	.... ..	25	24	49	26	53	Free	38 36
83	.....	3921 07	7591 57	1 62	108	94	202	110	54	$7	37 58
84	13 80	961 79	2148 04	413 85	34	34	68	37	54	$3 res.; $5.75 non-res	31 60
85	.....	161 48	1611 48	374 80	54	26	80	52	65	$5 res.; $6 non-res	20 15
86	50 61	510 34	2934 64	249 77	67	68	135	71	53	$5	21 74
87	82 19	147 37	2401 98	199 80	40	25	65	34	52	$10	37 00
88	.....	525 67	2054 31	205 61	32	53	85	47	55	Free	24 16
89	124 00	426 08	21044 16	.....	78	86	164	94	57	Free	128 31
1	5468 65	56873 07	397527 32	33755 00	5207	5268	10475	6120	58	44 Free 45 Fee	37 50
2	4369 19	46837 64	291394 31	24140 94	5376	5581	1095 7	6390	58	53 Free 36 Fee	26 59
3	1099 46	10035 43	106133 01	9614 06	....	....	....	....	....	9 Fee	10 91
4	.....	.....	.....	.....	169	313	482	270	....	9 Free	.....
5	1	14	....	.....	50	50	. ...	....	...	.....	.....

VIII.—TABLE H.—The

C LLEGIATE INSTITUTES.	NUMBER OF PUPILS IN THE SUBJECTS.															
	In Reading and Orthoëpy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.	In Greek.
1 Barrie	145	179	179	179	179	179	179	172	157	7	47	23	71	...	101	12
2 Brantford	130	290	290	290	290	290	290	290	50	18	28	52	28	....	135	14
3 Chatham	360	367	367	367	367	367	367	367	299	15	70	40	60	....	180	9
4 Clinton	146	172	172	172	172	172	172	172	100	26	100	50	100	....	45	15
5 Cobourg	125	148	133	133	148	148	148	148	140	2	36	30	36	...	62	28
6 Collingwood	198	311	311	311	311	311	272	314	116	42	128	68	128	....	69	12
7 Galt	175	227	227	227	227	227	227	227	185	12	42	40	48	....	49	15
8 Guelph	276	297	297	297	297	297	276	297	175	21	77	83	60	....	76	18
9 Hamilton	352	513	513	513	498	498	498	415	513	63	130	73	150	....	236	52
10 Ingersoll	122	161	161	163	161	161	151	163	115	12	25	39	35	....	50	5
11 Kingston	85	205	205	205	205	140	205	205	105	8	40	31	40	....	160	20
12 London	450	450	450	450	450	450	450	416	379	27	363	79	139	....	137	26
13 Ottawa	278	284	314	314	314	314	314	314	314	36	67	67	67	. .	202	47
14 Owen Sound	280	380	384	384	380	380	360	354	99	24	124	89	124	....	70	20
15 Perth	145	145	145	145	145	145	139	145	145	9	54	24	63	....	44	25
16 Peterborough	227	227	227	227	227	227	227	227	62	4	165	18	24	....	87	12
17 Ridgetown	151	200	200	200	200	200	196	200	200	12	160	50	150	....	55	10
18 Seaforth	153	187	187	187	187	180	180	187	187	12	135	32	142	....	51	9
19 Stratford	200	273	273	273	273	270	270	273	195	15	48	54	14	....	101	12
20 Strathroy	178	288	288	288	288	288	280	270	250	14	110	87	115	....	125	15
21 St. Catharines	290	311	311	311	290	290	290	311	259	62	19	64	19	....	146	35
22 St. Mary's	129	200	201	201	200	200	2 0	204	204	12	73	28	73	....	59	12
23 St. Thomas	271	340	340	340	340	340	337	340	281	13	62	61	62	....	137	28
24 Toronto	624	624	624	624	624	624	624	508	508	61	322	142	322	....	270	66
25 Whitby	181	181	181	181	181	181	181	181	135	4	60	30	60	....	50	16
26 Woodstock	202	259	259	259	250	250	229	255	255	25	123	78	123	....	65	11
1 Total, 1888	5880	7219	7242	7244	7204	7129	7062	6955	5428	556	2608	1431	2253	....	2753	544
2 Total, 1887	.....	6386	....	....	6388	6358	6359	6300	5665	717	1665	1377	1377	....	2339	431
3 Increase	.....	833	....	....	816	771	703	655	....	....	943	54	876	....	414	113
4 Decrease	.....	....	....	....	....	....	....	....	237	161	....	....	...	....	....	....

Collegiate Institutes.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	In French.	In German.	In Writing.	In Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Agricultural Chemistry.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III. Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
1	66	21	50	56	141	....	145	....	....	....	....	....	....	20	2	....	65	14	....	66
2	120	25	200	55	55	....	200	....	....	....	....	....	....	2	5	5	28	28	6	....
3	180	21	295	110	295	....	245	....	....	....	140	130	....	10	....	5	60	36	3	50
4	40	12	146	100	100	40	100	...	. ..	50	102	70	102	14	6	....	40	37	8	67
5	59	26	56	36	52	....	58	....	....	....	....	....	....	27	...	2	66	29	2	114
6	116	12	198	198	198	....	198	....	....	....	198	54	....	18	2	4	135	63	31	61
7	66	56	77	89	175	....	138	....	....	....	120	100	120	10	1	9	38	20	3	146
8	77	14	160	75	233	43	276	....	....	....	297	145	152	15	4	10	75	40	11	143
9	141	70	273	75	135	45	250	....	....	100	197	....	197	170	50	57	300	250	85	40
10	53	....	122	51	78	....	133	....	....	65	80	153	....	....	3	5	20	26	9	100
11	150	150	102	102	102	....	102	....	...	72	123	72	123	18	6	98	32	40	3	25
12	149	18	450	165	370	....	316	....	....	376	....	....	....	16	9	45	59	44	4	173
13	246	36	217	66	217	..	66	....	....	....	314	132	182	30	....	51	65	32	5	131
14	149	21	281	281	281	125	281	....	...	....	160	214	163	15	4	25	100	51	10	354
15	103	10	100	42	93	....	93	...	....	60	97	97	33	4	....	5	30	80	1	49
16	125	23	186	76	186	....	186	....	....	....	227	112	115	5	. ..	4	28	8	1	121
17	67	10	151	40	45	....	151	....	...	....	75	....	....	12	....	10	50	12	6	25
18	60	10	187	153	153	....	....	....	....	....	175	84	103	4	4	1	28	19	4	....
19	53	124	200	215	215	....	260	....	. ..	....	127	148	127	20	1	10	60	34	3	145
20	75	20	178	178	178	....	178	....	....	....	171	117	....	25	. ..	10	100	75	8	70
21	122	32	194	194	194	...	194	....	...	108	85	97	85	45	19	6	46	32	25	138
22	80	20	129	35	35	50	129	....	....	....	204	204	....	12	4	3	100	47	5	33
23	115	25	281	68	281	....	281	....	....	124	121	155	281	12	4	10	68	32	12	202
24	342	111	569	172	317	140	560	....	....	....	569	255	369	....	....	....	....	....	....	508
25	80	10	140	140	140	69	160	....	....	50	140	140	65	8	...	....	37	18	2	136
26	89	37	166	166	166	....	166	....	....	....	....	166	166	9	2	45	60	50	24	94
1	2923	914	5108	3038	4435	512	4866	....	....	1005	3722	2645	2383	521	126	420	1690	1117	271	2991
2	2398	794	5382	1549	4901	227	4567	....	....	1077	..	....	....	330	36	338	....	....	....	....
3	525	120	....	1489	.....	285	299	....	....	....	...	....	....	191	90	82	....	....	....	....
4	....	....	274	.....	466	....	....	....	...	72	....	....	....	....	....	....	....	....	....	....

VIII.—TABLE H.—The

HIGH SCHOOLS.	NUMBER OF PUPILS IN THE SUBJECTS.														
	In Reading and Orthoëpy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.
1 Alexandria	73	73	73	73	73	73	73	73	4	....	12	4	12	....	15
2 Almonte	117	149	149	149	149	149	149	149	119	2	9	24	8	....	89
3 Arnprior	77	77	77	77	77	77	77	77	77	....	1	7	1	....	38
4 Athens	106	106	106	106	106	106	106	106	66	3	8	38	8	....	52
5 Aurora	38	43	43	43	43	44	44	42	5	....	7	6	7	....	10
6 Aylmer	168	218	218	218	212	212	196	214	143	19	87	57	87	....	58
7 Beamsville	35	36	36	36	29	29	36	36	4	....	3	1	7	....	6
8 Belleville	201	246	248	246	246	242	242	246	56	8	32	26	32	....	78
9 Berlin	115	137	138	137	136	136	136	138	35	3	3	54	3	....	35
10 Bowmanville	119	119	119	119	119	119	114	110	27	5	23	16	23	....	21
11 Bradford	98	98	98	98	98	98	98	98	16	3	21	16	21	....	44
12 Brampton	161	181	181	181	181	181	181	181	91	12	45	39	43	....	80
13 Brighton	84	99	99	99	99	99	99	99	15	1	27	7	27	....	35
14 Brockville	123	157	160	159	156	156	157	161	60	5	6	29	6	....	60
15 Caledonia	133	154	154	154	154	154	154	154	80	....	43	18	43	....	47
16 Campbellford	120	150	150	150	150	150	150	150	45	....	120	30	80	....	30
17 Carleton Place	115	115	115	115	115	115	115	115	59	....	15	25	15	....	42
18 Cayuga	33	43	43	43	43	43	43	43	10	....	29	9	21	....	19
19 Colborne	80	88	88	88	88	88	88	88	23	....	43	16	43	....	29
20 Cornwall	154	154	154	154	154	154	154	154	150	....	18	13	18	....	58
21 Dundas	80	80	80	80	80	80	80	80	18	1	4	10	4	....	21
22 Dunnville	92	115	114	114	114	114	115	114	23	3	36	20	36	....	30
23 Dutton	106	106	106	106	106	106	106	106	106	6	40	10	40	....	44
24 Elora	116	116	116	116	116	116	109	116	37	11	30	45	32	....	57
25 Essex Centre	72	93	91	91	91	91	91	90	21	4	13	18	13	....	28
26 Fergus	100	120	120	120	120	120	120	110	43	3	8	20	8	....	33
27 Gananoque	79	79	79	79	79	79	79	77	14	....	5	4	5	....	27
28 Georgetown	116	138	138	138	138	138	138	138	22	....	34	22	34	....	20
29 Glencoe	99	99	99	99	99	99	100	100	100	100	94	8	68	....	24
30 Goderich	168	191	191	191	191	191	191	189	22	3	52	20	52	....	47
31 Grimsby	60	60	60	60	60	60	60	60	4	1	1	4	1	1	32
32 Harriston	164	170	170	170	170	170	170	165	42	3	82	40	82	....	39
33 Hawkesbury	75	75	75	75	75	75	75	75	27	....	73	3	71	....	5
34 Iroquois	100	120	120	120	120	120	120	120	70	....	70	24	70	....	37
35 Kemptville	144	144	144	144	144	144	144	144	129	....	105	35	102	....	37
36 Kincardine	130	130	130	130	130	130	130	130	120	....	47	45	50	....	42
37 Lindsay	206	253	253	253	253	253	249	253	45	4	78	25	103	....	70
38 Listowel	154	154	154	154	154	154	154	154	114	5	36	20	53	....	56
39 Markham	74	93	93	93	93	93	93	93	93	1	41	14	41	....	41
40 Mitchell	114	138	138	92	138	138	138	134	99	5	22	23	19	....	21
41 Morrisburg	234	234	234	234	234	234	233	234	234	4	45	32	45	....	102
42 Mount Forest	125	140	140	140	140	140	140	135	135	4	80	35	80	....	45
43 Napanee	206	206	206	206	206	206	204	206	206	3	36	32	36	....	52
44 Newburgh	46	46	46	46	46	46	46	46	32	....	46	8	32	....	1
45 Newcastle	65	65	65	65	65	65	65	65	45	2	27	8	33	....	8
46 Newmarket	119	135	135	135	135	135	135	135	125	1	25	9	25	....	51
47 Niagara	38	34	36	36	34	34	38	34	10	....	7	....	6	....	4
48 Niagara Falls, South	81	92	92	92	92	92	92	92	11	...	5	11	5	....	46
49 Norwood	112	112	112	106	110	110	112	114	114	....	78	20	40	....	7
50 Oakville	73	90	90	90	90	90	90	90	48	1	66	14	57	....	16

High Schools.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	In Greek.	In French.	In German.	In Writing.	In Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Agricultural Chemistry.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III. Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
1	2	49	...	69	69	69	....	69	....	....	....	....	....	....	2	....	5	11	2	....	53
2	17	76	8	149	117	117	....	117	....	...	149	....	....	....	11	2	5	35	21	1	74
3	9	50	2	....	22	62	....	62	....	....	....	....	....	....	6	....	5	13	5	....	48
4	15	46	....	68	42	68	....	42	....	....	30	37	....	....	14	....	3	54	30	1	5
5	....	21	1	38	38	38	....	38	....	....	....	....	....	....	....	....	....	38	5	....	1
6	13	34	3	86	159	159	....	159	....	....	....	....	....	....	10	4	6	68	18	12	100
7	....	9	12	35	35	35	....	35	....	....	....	....	....	....	....	....	....	17	1	..	18
8	10	148	16	204	98	196	....	212	....	....	....	....	....	....	34	1	3	49	31	3	....
9	6	34	102	115	20	78	....	115	....	....	9	84	50	....	12	1	....	30	10	1	97
10	....	40	12	76	80	80	....	80	....	....	....	42	40	....	5	....	2	20	8	....	112
11	7	41	7	98	98	98	20	98	....	98	....	....	98	98	16	....	16	30	9	....	50
12	8	78	10	122	40	122	50	122	....	....	....	40	50	....	16	....	8	40	39	5	81
13	4	18	6	....	23	93	....	93	....	....	....	99	....	....	4	1	2	36	6	1	50
14	10	90	15	100	50	123	....	123	....	....	....	....	....	....	15	2	5	36	19	2	82
15	7	50	....	133	90	142	....	142	....	....	....	20	20	4	3	....	....	50	12	....	8
16	10	20	1	45	80	80	....	85	....	....	....	....	....	....	1	....	6	75	30	....	....
17	1	49	....	98	35	98	....	98	....	....	50	30	....	....	5	....	5	30	17	....	20
18	1	2	....	33	17	17	....	33	....	....	....	....	....	....	1	....	3	32	7	....	....
19	....	40	7	75	26	75	....	75	....	....	....	....	....	....	9	....	3	43	16	....	22
20	1	65	....	154	30	145	....	142	....	....	....	30	....	....	....	....	3	30	10	....	111
21	13	49	....	63	63	63	....	63	....	....	....	....	....	....	15	....	..	23	9	....	33
22	4	27	8	97	60	60	....	97	....	....	....	115	....	....	8	....	4	38	17	....	48
23	5	33	7	106	37	57	....	63	..	....	73	61	45	....	7	....	8	43	21	2	42
24	13	52	33	116	30	45	....	79	....	....	....	....	....	....	19	7	....	47	20	....	23
25	7	32	....	72	29	72	....	72	....	....	....	....	....	....	3	....	6	7	26	....	51
26	10	48	....	100	25	100	....	100	....	....	....	....	....	....	5	....	3	25	23	....	....
27	4	45	....	75	28	74	....	78	....	79	....	25	....	....	4	....	1	56	4	....	14
28	3	25	2	116	31	116	....	116	....	....	....	....	....	....	3	....	2	34	16	....	....
29	1	14	....	94	94	94	....	92	....	....	....	....	....	....	....	....	2	38	5	1	....
30	5	82	....	112	67	115	....	169	....	....	....	....	30	....	3	2	6	50	15	1	114
31	1	28	6	56	36	56	....	56	....	....	....	....	....	....	4	....	4	12	1	1	56
32	15	37	28	57	130	130	....	142	....	....	....	....	....	....	5	1	6	80	37	....	154
33	....	6	....	....	74	75	....	75	....	....	....	....	....	....	..	....	1	21	3	....	50
34	15	25	....	70	60	80	....	70	....	....	....	....	....	....	6	..	10	40	10	....	....
35	6	27	..	116	116	116	....	114	....	....	....	....	....	....	10	1	11	40	7	1	....
36	8	37	5	40	....	80	....	130	....	....	....	....	....	....	3	....	2	45	40	....	126
37	10	74	23	206	206	206	40	206	....	....	....	....	....	....	21	....	7	91	24	4	102
38	7	63	24	70	114	124	....	124	....	....	....	84	....	....	4	....	5	44	12	....	32
39	13	28	5	....	52	82	....	82	....	....	....	....	....	....	13	....	15	30	14	....	43
40	3	31	63	114	68	114	....	68	....	....	....	....	....	....	7	1	3	42	16	....	60
41	21	99	13	191	191	191	....	191	....	....	234	234	234	....	21	....	10	43	27	1	132
42	8	40	30	110	110	110	....	110	....	....	125	60	65	....	9	....	15	90	20	3	131
43	10	108	....	...	216	120	....	206	....	....	....	....	....	92	12	....	....	60	20	2	....
44	1	....	....	14	38	38	....	38	....	....	46	17	....	....	2	....	....	18	8	....	....
45	2	17	4	54	35	35	....	53	....	....	....	....	....	....	1	....	2	17	11	2	33
46	36	26	6	119	53	119	....	119	....	....	....	....	100	....	....	....	8	34	9	1	....
47	2	17	....	34	10	34	21	30	....	32	29	....	38	....	1	....	..	5	....	....	24
48	4	28	....	81	81	81	....	81	....	....	....	....	....	....	4	....	....	33	11	....	52
49	4	31	....	45	40	96	....	96	....	....	....	....	....	....	7	....	4	60	12	....	35
50	6	....	....	30	57	69	....	69	....	....	....	....	....	....	5	....	5	36	21	....	24

VIII.—TABLE H.—The

HIGH SCHOOLS.	NUMBER OF PUPILS IN THE SUBJECTS.														
	In Reading and Orthoëpy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.
51 Oakwood	57	65	65	65	65	64	64	64	10	....	31	15	29	....	11
52 Omemee	58	58	58	58	58	58	58	58	8	2	9	9	5	...	9
53 Orangeville	175	228	228	228	224	224	227	226	56	8	76	25	76	....	55
54 Orillia	117	136	140	140	135	136	135	132	43	6	11	23	15	....	65
55 Oshawa	185	185	185	185	186	185	179	185	129	6	43	30	43	....	32
56 Paris	106	106	106	106	106	106	106	106	9	....	84	9	84	....	22
57 Parkdale	100	130	130	130	128	128	127	128	86	7	15	22	17	....	59
58 Parkhill	125	125	125	125	125	125	125	125	28	....	95	28	95	....	17
59 Pembroke	129	129	129	129	129	126	129	120	100	2	60	14	5	....	45
60 Petrolea	137	158	158	158	158	158	158	156	156	4	14	19	14	....	107
61 Picton	146	166	166	166	166	166	166	166	166	3	35	15	35	....	39
62 Port Arthur	49	49	49	49	49	49	49	49	6	....	17	5	10	....	20
63 Port Dover	80	90	90	90	90	90	84	90	21	5	27	16	27	....	19
64 Port Hope	162	162	162	162	162	162	162	162	162	12	34	64	34	....	47
65 Port Perry	133	143	143	143	143	143	133	143	31	8	45	33	49	....	30
66 Port Rowan	33	41	41	41	41	41	41	41	6	2	21	5	21	....	7
67 Prescott	83	83	83	83	83	83	83	83	20	2	2	10	2	....	40
68 Renfrew	122	122	122	122	122	122	122	122	121	2	16	9	16	....	33
69 Richmond Hill	57	69	69	69	69	69	69	69	46	....	6	13	6	....	34
70 Sarnia	188	214	214	214	214	214	212	214	102	6	31	87	31	....	78
71 Simcoe	170	170	170	170	170	170	170	170	100	5	70	46	70	....	40
72 Smith's Falls	91	97	97	97	97	97	97	97	88	....	83	14	83	....	10
73 Smithville	70	70	70	70	70	70	70	70	4	....	....	5	26	....	20
74 Stirling	59	59	59	56	50	59	59	54	10	....	20	10	30	....	20
75 Streetsville	73	73	73	73	73	73	72	70	10	2	6	8	5	....	8
76 Sydenham	79	79	79	79	79	79	79	79	51	1	51	14	51	....	23
77 Thorold	75	75	75	75	75	75	75	75	65	1	2	5	1	....	15
78 Tilsonburg	91	97	97	97	97	97	97	97	26	1	14	10	14	....	43
79 Trenton	83	133	133	60	133	133	133	133	100	2	26	25	26	....	15
80 Uxbridge	107	124	124	124	124	124	124	114	42	2	17	8	17	....	51
81 Vankleekhill	73	89	91	91	90	90	90	90	90	...	18	20	16	....	6
82 Vienna	49	49	49	49	49	49	49	49	10	....	16	....	16	....	16
83 Walkerton	202	202	202	202	202	202	202	202	46	7	136	45	149	....	51
84 Wardsville	68	65	65	65	65	65	65	65	8	....	36	8	36	....	18
85 Waterdown	68	80	80	80	80	68	80	80	12	....	32	12	32	..	21
86 Welland	126	135	135	135	135	128	135	134	67	7	13	17	13	2	85
87 Weston	43	65	65	64	65	65	65	65	15	2	1	14	1	....	37
88 Williamstown	70	85	85	85	85	85	85	85	40	....	8	15	18	....	22
89 Windsor	163	163	163	124	163	163	163	163	9	....	9	9	15	....	50
1 Total, 1888	9880	10877	10897	10729	10856	10839	10818	10780	5672	358	3430	1829	3120	1	3346
2 Total, 1887	....	10700	.....	....	10622	10604	10580	10604	9174	300	3600	2034	3263	11	3070
3 Increase	....	187	.....	.....	234	235	238	176	....	58	....	....	....	....	276
4 Decrease	....	.....	.....	.....	.....	.....	.....	.....	3502	....	170	205	143	10	....

High Schools.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	In Greek.	In French.	In German.	In Writing.	In Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Agricultural Chemistry.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III. Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
51	3	7	....	57	57	57	....	56	....	....	....	....	....	....	3	....	2	20	8	....	39
52	2	38	1	50	50	50	....	50	....	....	....	....	....	....	2	1	....	15	5	3	44
53	20	45	6	50	170	170	....	188	....	....	....	30	....	..	15	4	25	90	25	....	40
54	28	54	6	80	60	124	....	126	....	....	..	....	121	8	19	3	11	44	16	2	111
55	9	114	....	185	40	149	....	149	....	....	....	....	15	....	5	....	....	29	12	2	....
56	....	17	....	106	42	64	....	106	....	....	....	....	....	....	....	....	....	26	10	....	70
57	12	75	12	100	....	98	....	....	....	....	....	....	....	....	14	2	4	28	14	2	66
58	1	13	....	97	97	95	....	95	....	....	....	....	....	....	1	....	4	70	28	....	121
59	7	40	8	60	30	90	....	120	....	....	....	30	....	....	3	....	2	12	2	....	60
60	3	130	2	97	40	137	....	137	....	....	....	....	....	....	5	....	7	23	8	....	....
61	5	68	5	146	48	68	....	166	....	....	....	....	....	....	4	....	....	48	11	....	....
62	....	35	1	49	34	34	....	49	....	....	....	....	....	....	2	....	....	10	3	....	2
63	....	37	12	....	45	71	....	69	....	....	....	....	....	....	1	....	....	24	10	2	....
64	6	62	19	95	34	84	....	162	....	....	....	....	....	....	7	....	3	19	16	....	117
65	4	60	15	133	45	133	24	109	....	....	109	74	50	....	10	1	4	34	15	4	75
66	1	5	....	33	33	33	....	33	...	....	....	24	....	....	....	....	1	10	3	1	6

ERRATA. PAGE 46.

The totals given on this page should be as follows :

Reading.	English Grammar.	Composition.	Poetical Literature.	History.	Geography.	Arithmetic.	Algebra.	Geometry.	Trigonometry.
9601	10440	10451	10279	10306	10389	10368	10364	5293	331

IX.—TABLE 1.—The

COLLEGIATE INSTITUTES.	MISCELLANEOUS																
	Brick, stone, or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of Museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having Religious instruction under Reg. 8, 206.
			Acres			$	$	$		$		$				
1 Barrie	B	F	3	200	....	320	520	134	1	1500	1	25	....	....	..	.....
2 Brantford	B	F	1	194	....	493	473	125	1	1000	1	....	1	1	..	.....
3 Chatham	B	F	2½	211	....	417	460	92	1	800	1	....	1	1	1	.....
4 Clinton	B	F	3¼	212	....	105	737	181	1	500	..	....	1	1	1	.....
5 Cobourg	B	F	5-6	205	....	501	475	224	..	.....	..	....	1	1	1	.....
6 Collingwood	B	F	1	193	....	312	420	41	1	425	..	...	1	....	1	.....
7 Galt	S	F	8½	200	....	499	737	161	1	1000	..	....	1	1	..	.....
8 Guelph	S	F	4	197	1	524	532	139	1	1800	1	....	....	1	..	.....
9 Hamilton	S	F	½		1	475	600	117	1	130	..	...	1	1	1	.....
10 Ingersoll	B	F	2	203	1	383	370	116	1	600	1	.. .	1	1	..	.....
11 Kingston	S	F	1	210	....	440	529	87	1	1300	1	25	1	1	1	.....
12 London	B	F	3	212	1	623	578	173	.	.....	..	....	....	1	1	.. ...
13 Ottawa	S	F	1½	204	....	515	478	84	1	2500	1	100	1	1	..	.....
14 Owen Sound	B	F	4	212	1	500	1103	136	1	200	..	....	1	1	1	.....
15 Perth	B	F	5	202	1	470	613	116	1	800	1	500	....	1	1	.....
16 Peterborough	B	R	2	203	1	464	480	150	1	650	..	....	1	1	1	.....
17 Ridgetown	B	F	1⅓	204	....	286	245	76	1	525	1	....	....	1	..	.....
18 Seaforth	B	F	3	212	....	569	460	155	1	650	1	50	....	1	1	.....
19 Stratford	B	F	9	200	....	477	420	194	1	150	..	....	1	1	1	.....
20 Strathroy	B	F	1¼	212	....	435	456	100	1	416	..	....	1	1	..	.....
21 St. Catharines	B	F	¾	207	....	507	524	127	1	700	1	20	1	1	..	.....
22 St. Mary's	B	F	2	209	....	323	486	84	1	450	..	....	1	1	..	.....
23 St. Thomas	B	F	2	199	1	470	450	125	1	550	..	....	....	1	1	.....
24 Toronto	B	F	2	212	....	484	441	332	1	6000	1	20	....	1	1	1
25 Whitby	B	F	1	210	1	450	539	125	1	1000	..	. .	1	1	1	.....
26 Woodstock	B	F	1	212	....	557	594	135	1	1800	1	25	1	1	..	.....
	B.S.F	F. R.														
1 Total, 1888	21.5	25.1	66 1-5	205	9	11599	13720	3529	24	25446	13	765	18	24	15	1
2 Total, 1887	18.5	22.1	50 1-5	205	9	.....	.....	....	..	.....	..	....	16	21	11	.....
3 Increase	3	3	16	....	....	.....	.....	....	..	...	..	....	2	3	4	1
4 Decrease	.....	.....	.....	....	..	.....	.....	....	..	.....	..	....	....	....	..	.....

Collegiate Institutes.

INFORMATION.

Commencement exercises, Reg. 55.		Number in—				No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of Surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
		Form I.	Form II.	Form III.	Form IV.											
1	....	145	20	12	2	5	4	.....	.....	.....	.....	15	4	4	16	7
2	....	231	45	9	5	7	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	1	295	60	12	....	4	4	.....	.....	6	.....	25	.....	10	30	....
4	....	109	37	6	20	3	1	1	2	2	.....	7	5	6	12	24
5	1	123	29	1	....	5	.....	.....	.....	2	.....	5	9	5	13	33
6	....	198	74	39	3	6	.....	.....	2	1	.....	8	6	9	65	8
7	1	175	34	18	....	6	4	1	.....	1	1	20	12	2	21	5
8	....	233	43	21	....	9	4	.....	.....	.....	.....	40	10	15	8	23
9	....	352	98	48	15	9	4	4	5	4	.....	20	11	8	30	20
10	1	122	29	10	2	2	.....	1	.....	.....	.....	5	5	.....	15	33
11	1	150	45	10	....	18	8	3	1	.....	.....	20	.....	6	14	10
12	....	368	54	24	4	4	4	.....	3	7	3	67	5	10	12	....
13	1	207	71	36	....	11	5	....	.....	1	.....	26	13	16	11	5
14	1	281	79	20	4	8	3	2	1	4	.....	30	40	5	60	75
15	....	100	39	6	....	6	4	.....	.....	.....	.....	10	10	5	14	...
16	1	171	45	11	....	5	1	.....	1	.....	.....	7	4	4	12	12
17	....	137	45	18	....	2	2	.....	1	.....	.....	15	9	5	13	35
18	1	147	27	8	5	2	.....	.....	1	.....	.....	5	10	1	18	5
19	1	223	34	15	1	5	4	.....	.....	1	.....	15	12	5	20	35
20	1	178	87	23	...	4	3	.....	.....	1	.....	10	20	5	50	40
21	....	194	52	44	21	13	7	3	2	2	.....	10	10	6	16	40
22	1	129	47	24	4	6	6	.....	.....	.....	.....	12	15	3	25	13
23	1	271	56	9	4	5	2	1	2	2	.....	32	53	5	27	67
24	1	440	119	65	....	21	16	.....	2	.....	.....	122	12	20	12	42
25	1	162	15	4	....	3	2	.....	.....	.....	.....	25	5	.....	15	10
26	1	166	63	30	...	5	2	.....	.....	.....	.....	15	20	5	24	10
1	16	5307	1347	523	90	144	96	16	23	34	4	566	300	160	553	552
2	....	.....	.....	.....	....	120	.....	.....	.....	.....	.....	552	303	479	....	569
3	....	.....	.....	.....	....	20	.....	.....	.....	.....	.....	14	.....	.....	....	....
4	....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	3	319	....	17

IX.—TABLE I.—The

HIGH SCHOOLS	MISCELLANEOUS																	
	Brick, stone, or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having Religious instruction under Reg. 8, 206	
			Acres			$	$	$		$		$					
1 Alexandria ...	B	F	1½	199	....	30	95	15	..	.....	..	.....	....	....	..	. ....	
2 Almonte	S	R	1	205	1	325	189	46	..	.....	1	25	....	1	1	.....	
3 Arnprior	B	F	1½	195	1	170	93	46	..	.....	..	.....	....	1	..	.....	
4 Athens.....	S	F	2	122	1	217	152	21	..	.....	..	.....	....	1	1	.....	
5 Aurora.....	B	F	1	85	....	.....	83	105	..	.....	..	.....	....	1	1	.....	
6 Aylmer	B	F	4½	208	....	440	461	91	1	600	1	200	....	1	..	.....	
7 Beamsville	B	F	2	201	1	95	109	18	..	.....	1	....	1	1	1	.....	
8 Belleville.....	B	F	1¼	199	1	168	340	128	.	.....	..	.....	....	1	1	.....	
9 Berlin	B	F	4½	206	....	205	940	69	..	.....	1	.....	....	1	1	.....	
10 Bowmanville ..	B	R	½	194	1	293	138	15	..	.....	..	.....	....	1	1	1	
11 Bradford.....	B	F	2	200	....	.. ..	120	63	..	9	1	.....	....	....	..	.....	
12 Brampton	B	F	5	206	....	39	213	28	.	.....	1	.....	....	1	..	.....	
13 Brighton	B	F	2/5	201	1	118	255	45	..	.....	..	...	1	1	..	.....	
14 Brockville.....	S	F	2	191	....	236	96	47	..	.....	..	.....	....	1	1	.....	
15 Caledonia	B	F	1	204	1	121	230	33	..	.....	..	.....	....	1	1	.....	
16 Campbellford..	B	F	⅝	110	1	35	200	20	..	.....	..	.....	1	1	1	.....	
17 Carleton Place	S	F	2	208	1	35	134	19	..	.....	..	.....	1	1	..	....	
18 Cayuga	B	F	1	206	....	38	79	29	..	.....	..	.....	1	1	..	.....	
19 Colborne.....	B	F	1	202	1	233	232	52	..	.....	1	.....	1	1	..	.....	
20 Cornwall	B	F	¾	208	....	12	153	52	..	.....	..	.....	....	....	..	.....	
21 Dundas	B	F	1½	211	1	135	174	74	..	.....	..	100	1	1	..	.....	
22 Dunnville	B	F	¼	206	....	108	62	28	..	.....	..	.....	1	1	..	.....	
23 Dutton.....	B	R	1	208	....	13	196	23	..	10	..	.....	....	1	1	.....	
24 Elora	S	R	1⅓	205	....	73	252	98	..	.....	1	4000	1	1	..	.....	
25 Essex Centre..	B	F	3 1/5	203	....	102	212	75	..	.....	.	....	1	1	.	. ....	
26 Fergus	S	F	¾	210	1	99	147	70	..	.....	..	....	1	1	..	....	
27 Gananoque ...	S	F	½	....	1	75	69	94	..	.....	..	....	1	1	..	.....	
28 Georgetown ...	B	F	1 1/5	207	....	24	.....	....	..	.....	..	....	1	1	..	.....	
29 Glencoe	B	F	2	....	....	175	275	50	..	.....	..	....	....	1	..	.....	
30 Goderich	B	F	½	202	....	271	334	76	..	.....	..	....	1	1	..	.....	
31 Grimsby	F	F	1	197	....	51	100	44	..	.....	..	....	1	1	1	.....	
32 Harriston	B	F	3½	210	....	22	102	72	..	.....	..	...	1	1	.	.....	
33 Hawkesbury ..	B	F	1½	202	1	148	253	86	..	.....	..	....	1	1	1	.....	
34 Iroquois	B	F	1	212	1	260	350	20	1	.....	..	....	1	1	..	. ..	
35 Kemptville....	B	F	2	208	1	123	238	36	..	.....	1	....	....	1	.	.....	
36 Kincardine ...	B	F	3½	212	1	203	.....	77	..	.....	..	.....	....	1	1	.....	
37 Lindsay.....	B	F	5	207	1	215	280	....	..	.....	..	.....	....	1	..	.....	
38 Listowel	B	F	2 1/5	202	...	100	31	76	..	.....	..	.....	....	1	..	.....	
39 Markham	B	F	2	200	....	87	91	35	..	.....	..	.....	....	1	..	.....	
40 Mitchell	B	F	¾	205	....	38	164	78	1	325	..	.....	....	1	..	.....	
41 Morrisburg....	B	F	1 ¼	212	1	391	506	57	1	700	..	.....	....	1	1	. . .	
42 Mount Forest .	B	F	2½	207	....	333	323	68	..	.....	1	100	....	1	1	.....	
43 Napanee	B	F	7½	200	1	275	388	84	1	350	..	.....	....	1	1	.....	
44 Newburgh	S	F	1	212	1	267	166	35	..	.....	..	.....	1	1	1	.....	
45 Newcastle	B	F	½	200	1	112	30	19	..	.....	..	....	1	1	.	1	
46 Newmarket ...	B	F	2	200	....	136	340	53	..	.....	..	....	1	1	1	.....	
47 Niagara	B	F	½	212	...	128	133	49	..	.....	1	....	1	1	..	.....	
48 Niagara Falls S	F	F	2	205	....	58	59	41	.	.....	..	.....	....	1	1	.....	
49 Norwood	B	F	1	199	1	218	39	32	..	.....	..	.....	....	1	1	.....	
50 Oakville	B	F	⅜	206	1	152	117	24	..	.....	..	.....	1	1	..	.....	
51 Oakwood	B	F	¼	205	....	69	.....	16	..	.....	..	.....	1	1	.	. ....	

High Schools.

INFORMATION.

	Commencement exercises, Reg. 55.	Number in—				No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
		Form I.	Form II.	Form III.	Form IV.											
1	....	70	3	.....	....	1	.....	.....	.....	.....	.....	1	2	1	5	11
2	1	116	26	6	....	6	5	.....	.....	.....	.....	1	6	.....	11	5
3	....	62	15	.....	....	1	.....	.....	.....	.....	.....	2	.....	1	3	12
4	1	68	33	5	....	6	4	.....	.....	2	.....	15	8	6	7	2
5	....	39	5	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	1	159	38	16	5	4	2	1	2	2	.....	6	14	5	18	10
7	....	35	1	.....	....	.....	.....	.....	.....	.....	.....	.....	1	.....	5	1
8	1	204	38	8	....	4	.....	.....	.....	1	.....	15	4	4	15	10
9	...	115	19	2	2	.....	.....	.....	.....	.....	.....	12	5	.....	3	....
10	....	104	10	5	....	3	1	.....	.....	.....	.....	8	5	2	6	10
11	1	82	16	.....	....	.....	.....	.....	.....	1	.....	6	16	.....	6	8
12	1	122	39	12	....	3	4	.....	.....	.....	1	2	1	3	8	...
13	1	84	15	.....	..	1	.....	.....	.....	.....	.....	9	.....	3	3	9
14	....	123	34	3	1	4	1	1	1	.....	.....	6	3	4	7	5
15	1	133	20	1	....	.....	.....	.....	.....	.....	.....	20	20	5	10	4
16	....	40	75	35	....	2	.....	.....	.....	.....	.....	10	12	.....	40	12
17	....	98	17	.....	...	.....	.....	.....	1	.....	.....	6	3	1	6	9
18	...	33	10	.....	....	.....	.....	.....	1	.....	.....	3	5	.....	1	....
19	....	65	24	.....	....	1	.....	.....	.....	.....	.....	4	11	1	4	14
20	....	138	16	.....	...	2	.....	.....	1	.....	.....	6	5	2	12	35
21	....	63	16	1	....	2	1	.....	.....	1	.....	2	4	.....	3	27
22	....	92	19	4	....	.....	.....	.....	.....	.....	.....	8	1	3	8	4
23	1	93	10	3	....	2	3	.....	.....	1	.....	3	7	1	17	5
24	....	79	21	9	7	6	5	4	.....	.....	.....	.....	.....	.....	.....	....
25	....	72	18	3	....	1	.....	.....	.....	.....	1	10	15	.....	12	4
26	....	100	20	.....	....	1	.....	.....	.....	.....	.....	.....	.....	.....	10	....
27	....	72	7	.....	....	1	.....	.....	.....	.....	.....	2	1	.....	4	4
28	....	116	22	.....	....	.....	.....	.....	.....	.....	.....	5	.....	.....	10	7
29	....	96	5	1	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
30	....	161	27	1	2	2	.....	.....	1	2	.....	3	3	4	5	5
31	....	56	4	.....	...	1	.....	.....	.....	.....	.....	1	3	1	1	7
32	....	126	40	3	1	4	1	.....	.....	.....	.....	8	7	5	34	22
33	....	72	3	.....	...	.....	.....	.....	.....	.....	.....	4	9	.....	2	6
34	1	100	20	.....	....	2	.....	.....	.....	.....	.....	9	12	2	12	4
35	....	116	28	.....	....	1	.....	.....	.....	.....	.....	10	15	.....	12	....
36	....	87	43	2	...	1	1	.....	.....	.....	.....	3	8	1	181	12
37	....	208	41	4	....	3	.....	.....	.....	2	.....	8	2	6	3	31
38	....	127	27	.....	....	2	.....	.....	.....	.....	.....	10	40	.....	25	6
39	....	74	19	.....	....	2	.....	.....	.....	.....	.....	5	6	.....	3	13
40	1	114	19	4	1	3	1	.....	.....	2	.....	12	13	1	7	13
41	1	191	42	1	....	4	1	.....	.....	3	.....	22	12	10	22	30
42	1	101	35	4	....	3	.....	.....	.....	2	.....	10	10	2	15	15
43	....	174	30	2	....	5	2	.....	1	.....	1	6	4	3	12	....
44	1	38	8	.....	....	2	.....	.....	.....	.....	.....	2	7	1	7	3
45	1	52	11	2	....	.....	.....	.....	.....	.....	.....	3	6	.....	4	6
46	....	119	15	1	....	.....	.....	.....	.....	.....	.....	4	8	3	14	25
47	1	38	2	.....	....	.....	.....	.....	.....	.....	.....	2	5	.....	1	2
48	....	81	11	.....	..	.....	.....	.....	.....	.....	.....	1	5	1	4	17
49	....	96	16	2	....	.....	.....	.....	.....	1	.....	10	15	.....	12	6
50	....	69	21	.....	....	2	.....	.....	1	.....	.....	8	6	4	6	14
51	1	53	14	.....	....	1	.....	.....	.....	1	.....	9	5	3	8	14

IX.—TABLE I.—The

HIGH SCHOOLS	MISCELLANEOUS																	
	Brick, stone, or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having Religious instruction under Reg. S. 206.
			Acres			$	$	$		$		$				
52 Omemee	F	F	¾	205	1	42	92	45	..		..		..	..	..	..
53 Orangeville	B	F	3	200	....	361	368	63	..		..		1	1	..	..
54 Orillia	B	F	3	205	....	330	35	26	..		..		....	1	1	..
55 Oshawa	B	F	3	202	1	168	232	55	..		..		1	1	..	..
56 Paris	B	F	½	207	1	65	172	110	..		..		1	1	1	..
57 Parkdale	B	R	1	78	....	....	65	....	..		..		....	....	..	..
58 Parkhill	B	R	1	212	1	19	212	90	..		..		1	1	1	..
59 Pembroke	B	F	1	....	1	....	....	....	..		..		....	1	..	..
60 Petrolea	B	F	2½	195	....	69	195	30	..		..		1	1	..	..
61 Picton	B	F	1	202	....	368	274	57	..		..		1	1	..	..
62 Port Arthur	B	R	1	202	....	....	247	17	..		1		1	1	..	..
63 Port Dover	B	F	1½	190	1	83	77	27	..		..		1	1	..	..
64 Port Hope	B	F	⅝	212	...	155	174	52	..		..		1	1	..	..
65 Port Perry	B	F	⅝	198	1	279	115	44	..		1	10	1	1	1	1
66 Port Rowan	B	F	3	....	1	....	....	....	..		..		....	....	....	..
67 Prescott	S	F	⅛	212	1	83	111	75	..		..		1	1	1	..
68 Renfrew	B	F	3	208	1	80	78	18	..		..		1	1	..	..
69 Richmond Hill	B	F	1	202	1	186	62	87	..		..		1	1	..	..
70 Sarnia	B	F	1¼	206	1	71	521	107	..	19	..		1	1	..	..
71 Simcoe	B	F	2	212	1	100	179	31	..	10	..		1	1	1	..
72 Smith's Falls	B	F	¾	212	1	93	360	28	..	....	..	....	....	1	..	..
73 Smithville	F	F	1	212	...	40	266	48	..	....	..	....	1	1	..	..
74 Stirling	B	F	1	204	1	45	250	50	..	....	..	....	1	1	1	..
75 Streetsville	B	F	½	200	....	57	68	39	..	....	..	....	1	1	..	..
76 Sydenham	S	F	2	210	....	....	55	....	..	....	1	....	1	1	..	..
77 Thorold	B	F	2	212	....	49	177	55	..	....	..	....	....	1	..	1
78 Tilsonburg	B	R	½	200	....	115	210	64	..	....	1	....	1	1	1	..
79 Trenton	B	F	3	206	1	139	294	57	..	....	..	....	1	1	..	..
80 Uxbridge	B	F	1	206	1	89	167	....	..	....	..	....	1	1	..	..
81 Vankleekhill	B	F	⅞	198	..	50	110	38	..	....	..	....	....	....	..	..
82 Vienna	B	F	5½	212	1	112	213	164	..	....	..	....	1	1	1	..
83 Walkerton	B	F	1¼	210	....	136	275	52	..	10	..	....	1	....	1	1
84 Wardsville	B	F	2	206	1	134	100	36	..	....	1	....	....	....	..	..
85 Waterdown	S	F	2	212	1	144	67	64	..	....	..	....	....	1	1	..
86 Welland	B	F	1	212	....	61	146	35	..	....	..	....	....	1	1	..
87 Weston	B	F	½	207	....	101	95	62	..	....	..	....	....	1	..	..
88 Williamstown	B	F	⅝	207	1	50	213	45	..	....	..	....	....	1	..	..
89 Windsor	B	F	⅝	195	1	93	304	42	..	....	..	....	....	....	..	..
	B.S.F	F. R.														
1 Total, 1888	74 11 4	81 8	147 4/5	197	47	11238	16322	4245	5	2033	15	4435	46	78	33	4
2 Total, 1887	73 11 5	82 7	148 4/5	197	46	....	....	....	..	....	..	....	50	82	34	....
3 Increase	1	.. 1	....	....	1	....	....	....	..	....	..	....	....	....	..	....
4 Decrease	 1	1 ..	1	..	....	....	....	....	..	....	..	....	4	4	1	....

High Schools.—*Continued.*

INFORMATION.

	Commencement exercises, Reg. 55.	Number in— Form I.	Form II.	Form III.	Form IV.	No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
52	....	50	7	2	....	2	.....	.....	.....	.....	.....	.....	.....	.....	1	7
53	1	188	32	7	1	8	1	1	.....	.....	.....	20	7	6	14	50
54	....	108	25	5	2	8	5	.....	2	3	.....	13	6	4	9	15
55	1	150	29	6	....	2	1	.....	.....	.....	.....	4	7	1	5	12
56	....	68	38	.....	.....	.....	.....	.....	.....	.....	.....	6	8	3	4	5
57	....	100	22	8	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	1	97	28	.....	....	3	.....	.....	1	1	.....	2	10	.....	30	2
59	....	118	9	2	....	6	1	.....	.....	1	2	10	15	5	10	....
60	1	137	18	3	....	1	1	.....	2	.....	.....	8	5	3	6	3
61	....	146	19	1	....	2	.....	.....	.....	.....	1	12	.....	.....	10	....
62	....	45	4	.....	....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
63	....	69	15	6	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	....	128	22	12	....	3	3	.....	.....	.....	.....	20	4	.....	10	40
65	....	109	24	10	....	.....	.....	.....	.....	.....	.....	10	15	4	16	8
66	....	33	6	2	....	.....	.....	.....	.....	.....	.....	2	6	1	2	3
67	1	70	11	2	....	1	.....	.....	.....	.....	.....	5	5	2	1	20
68	1	115	7	.....	....	4	2	.....	.....	.....	.....	5	.....	.....	20	30
69	1	57	12	.....	....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	1	177	31	6	....	1	.....	.....	.....	.....	.....	10	10	1	17	33
71	....	117	46	7	....	3	1	.....	.....	.....	.....	12	30	5	20	20
72	....	83	13	1	....	1	.....	.....	.....	1	.....	8	5	2	8	7
73	....	66	4	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	12
74	....	49	10	.....	....	1	1	.....	.....	.....	.....	3	5	.....	8	3
75	1	63	7	3	....	.....	.....	.....	.....	.....	.....	6	8	2	7	5
76	....	28	38	12	1	1	.....	.....	.....	.....	.....	.....	.....	.....	12	....
77	....	41	33	1	....	1	1	.....	.....	.....	.....	10	5	1	5	10
78	....	91	5	1	....	3	1	.....	.....	.....	.....	7	3	1	4	4
79	1	83	44	6	....	1	1	.....	2	.....	.....	10	6	8	14	30
80	....	107	15	2	....	3	1	.....	.....	.....	.....	6	10	.....	4	4
81	1	73	18	.....	....	.....	.....	.....	.....	.....	.....	.....	2	1	13	....
82	....	49	.....	.....	....	.....	.....	.....	.....	.....	.....	6	4	.....	1	6
83	....	153	42	7	....	2	.....	.....	.....	2	.....	16	21	2	32	26
84	....	61	7	.....	....	.....	.....	.....	.....	3	.....	5	6	3	1	6
85	....	68	12	.....	....	1	.....	.....	.....	1	.....	6	18	.....	....	3
86	....	85	29	17	4	2	.....	2	.....	1	.....	23	30	.....	1	13
87	....	50	11	4	....	3	1	.....	1	.....	.....	3	6	3	2	10
88	....	70	15	.....	....	1	1	.....	.....	.....	.....	.....	2	.....	9	3
89	....	154	10	.....	....	1	.....	.....	.....	.....	.....	3	5	2	7	10
1	28	8382	1786	280	27	154	54	9	17	34	6	567	614	149	921	859
2	....	.....	.....	.....	....	185	.....	.....	.....	.....	.....	589	579	710	....	1035
3	....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	35	.....	....	....
4	....	.....	.....	.....	....	31	.....	.....	.....	.....	.....	22	.....	561	....	176

TABLE K.—Protestant Separate Schools.

STATISTICS.	Anderdon.	No. 9, Cambridge.	No. 1, Marlboro'.	No. 1, Osgoode.	No. 2, Osgoode.	Puslinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Receipts:										
Balance from 1887	.....	.....	.....	63 50	.....	39 55	162 48	11 98	294 06	571 57
Government Grant	25 08	5 46	2 21	11 39	7 42	18 75	36 30	28 40	99 28	234 29
Municipal Grant	.....	15 73	7 72	.....	.....	65 00	50 91	654 75	1761 44	2555 55
Trustees' School Tax	501 00	88 77	40 00	175 00	90 00	330 40	194 00	.....	.....	1419 17
Other sources	50 00	.....	.....	.....	20 00	.....	64 00	31 70	.....	165 70
Total	576 08	109 96	49 93	249 89	117 42	453 70	507 69	726 83	2154 78	4946 28
Expenditure:										
Teachers' Salaries	235 40	77 00	49 93	175 00	87 42	275 00	350 00	477 95	981 00	2708 70
School sites and buildings	169 13	.....	.....	54 00	.....	72 90	.....	28 00	269 75	593 78
Libraries, Maps, etc	.....	.....	.....	2 00	70	8 90	.....	25 51	.....	37 11
Other expenses	62 79	21 65	.....	13 85	10 00	36 05	31 02	148 99	251 44	575 79
Total	467 32	98 65	49 93	244 85	98 12	392 85	381 02	680 45	1502 19	3915 38
Balance on hand	108 76	11 31	.....	5 04	19 30	60 85	126 67	46 38	652 59	1030 90
Teachers:										10 Tchers
Certificate	III.	Temp.	Temp.	III.	Temp.	II.	III.	II.	II. III.	4 Male
Salary	Male, $275	Female, $132	Female, $100	Female, $175	Female, $175	Female, $275	Male, $350	Male, $480	Male, $700	6 Female
									Female, $265	3 II. Class
										4 III. "
										3 Temp.
Pupils:										
Total pupils attending school	40	22	10	29	17	39	150	66	151	534
Boys	19	12	5	20	9	19	81	38	76	279
Girls	21	10	5	9	8	20	79	28	75	255
Attending less than 20 days	5	6	.....	2	2	3	35	2	13	68
20 to 50 days	1	1	.....	8	8	8	37	7	21	91
51 " 100 "	7	10	.....	5	6	12	36	9	37	122
101 " 150 "	20	5	.....	7	1	5	24	10	34	106
151 " 200 "	7	.....	.....	5	.....	10	12	27	46	107
201 " year	.....	.....	.....	2	.....	1	16	11	.....	30

Average attendance	19	7		8		19	46	44	81	224
No. in First Reader, Part I	6	2	4	9	4	8	36	16	27	112
" " Part II	10	4	3		2	9	26	3	37	94
No. in Second Reader	3	6	1	8	6	7	40	7	34	112
" Third "	10	6	2	8	5	7	45	19	26	128
" Fourth "	11	4		4		6	13	15	13	66
" Fifth "						2		6	14	22
" Writing	40	22	10	20	13	39	142	66	151	503
" Arithmetic	40	22	7	20	13	39	142	66	151	500
" Drawing	40	22			13	39		14	151	279
" Geography	24	3	2	15	11	31	62	47	87	282
" Music		22						66	151	239
" Grammar	21	3	2	10	5	31	62	40	151	325
" History	21	1		2		15	23	21	27	110
School House	F.	L.	L.	F.	F.	F.	F.	B.	B.	2 Brick 5 Frame 2 Log
Number of Maps	3	7		1	2	9	7	7	9	45
" Blackboards	7	1	1	2	1	3	2	2	7	26
" Globes								1	1	2
No. Trees planted, Arbor Day		4		5		10				19

X.—TABLE L.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate, Collegiate Institutes and High Schools; also, Normal and Model Schools. From the year 1879 to 1888, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.
1.	Population	.....	1913460	.....	.....	.....	.....	.....	.....	.....	.....
2.	School Population (between the ages of five and sixteen years, up to 1884, and five to twenty-one subsequently)	494424	489924	484224	483817	478791	471287	583147	601204	611212	615353
3.	Collegiate Institutes and High Schools	104	104	104	104	104	106	107	109	112	115
4.	Normal and Model Schools	4	4	6	6	6	6	6	6	6	6
5.	Total Public Schools in operation	4932	4941	5043	5013	5058	5109	5177	5213	5277	5330
6.	Total Roman Catholic Separate Schools	191	196	195	190	194	207	218	224	229	239
7.	Grand Total of all Schools in operation	5231	5245	5348	5313	5362	5428	5508	5552	5624	5690
8.	Total Pupils attending Collegiate Institutes and High Schools	12136	12910	13136	12348	11843	12737	14250	15344	17459	17742
9.	Total Students and Pupils attending Normal and Model Schools	820	1090	1116	1059	1098	1093	1063	1099	1204	1239
10.	Total Pupils attending Public Schools	462233	457734	451449	445364	438192	439454	444868	458297	462839	464200
11.	Total Pupils attending Roman Catholic Separate Schools	24779	25311	24819	26148	26177	27463	27590	29199	30373	31123
12.	Grand Total, Students and Pupils attending Public, Separate, Collegiate Institutes and High Schools, Normal and Model Schools	499968	497045	490520	484919	477310	480747	487771	503939	511875	514304
13.	otal amount paid for the Salaries of Public and Separate School Teachers	2072822	2113180	2106019	2144448	2210187	2296027	2327050	2385464	2458540	2521540
14.	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc	760262	708872	738252	882526	898243	984835	985650	1072235	1283565	1337825

15.	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-Houses, and for Libraries and Apparatus, etc.	2833084	2892052	2844271	3026074	3168430	3280862	3312700	3157699	3742105	3859365
16.	Total amount paid for Collegiate Institute and High School Teachers' Salaries	241097	247894	257218	253864	266317	282776	294078	307517	327452	375680
17.	Total amount paid for erection or repairs of Collegiate Institute and High School Houses, Maps, Apparatus, Prizes, Fuel, Books, etc.	159691	166035	88632	89857	82630	102690	135683	170280	168160	261375
18.	Amount paid for other educational purposes	259375	253052	256861	262307	267688	265239	269977	284798	280832	300763
19.	Grand total paid for educational purposes*	3493247	3480033	3446982	3638002	3725065	3931567	4012438	4217291	4518549	4797183
20.	Total Public and Separate School Teachers	6596	6747	6922	6857	6911	7085	7218	7364	7594	7796
21.	Total Male Teachers	3153	3264	3362	3062	2829	2789	2744	2727	2718	2824
22.	Total Female Teachers	3443	3483	3560	3795	4082	4296	4474	4637	4876	4972
23.	Average number of days each Public School has been kept open	208	208	208	206	207	208	208	208	208	208

* Not including Colleges and Private Schools.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1889.*

1. ORDERS IN COUNCIL.

I. Lindsay High School to rank as a Collegiate Institute (7th January, 1889).

II. Surrender of certain High School lands in the Town of Brockville (11th January, 1889).

III. Respecting the investment of certain moneys derived from the sale of High School lands in the City of Kingston (19th March, 1889).

IV. Authorizing the distribution of "The Aims and Objects of the Toronto Humane Society" to all School Inspectors (18th April, 1889).

V. Establishment of a High School in the Town of Deseronto (1st May, 1889.)

VI. Establishment of a High School in the Town of Tilsonburg (14th September, 1889).

VII. Establishment of a High School in the Village of Lucan (12th October, 1889).

VIII. Oakwood High School to be discontinued at end of 1889 (8th November, 1889).

IX. Brockville High School to rank as a Collegiate Institute (15th November, 1889).

X. Establishment of a High School in the Village of Madoc (21st November, 1889).

XI. Establishment of a High School in the Village of Arthur (6th December, 1889).

XII. Respecting the sale of Lands and investment of the proceeds of such sale for the Kingston Collegiate Institute (6th December, 1889).

XIII.—Establishment of a High School in the Town of Forest (30th December, 1889).

2. MINUTES OF DEPARTMENT.

I. Certain Amendments to the Regulations of 1887, respecting the Courses of Study in High Schools and Collegiate Institutes and for Teachers' Certificates, approved (24th August, 1889).

II. County Model School established at West Toronto Junction (6th September, 1889).

III. Appointment of Rev. Thomas McKee, as Inspector of the Town of Stayner (6th September, 1889).

IV. Thomas Pearce, Esq., Public School Inspector of the County of Waterloo, and David Fotheringham, Esq., Public School Inspector of the South Riding of York, appointed members of the Central Committee (10th October, 1889).

V. Miss Jeannie Wood, appointed Fifth Assistant in the Boys' Model School Toronto (17th October, 1889).

VI. Certain Text-Books authorized for use in Schools where the French Language is taught in addition to English, (18th October, 1889).

VII. Appointment of Thomas Pearce, Esq., as Public School Inspector of the Town of Galt, approved (27th December, 1889).

VIII. Appointment of Thomas Pearce, Esq., as Public School Inspector of the Town of Berlin, approved (27th December, 1889).

IX.—Certificate of John Shaw, as Head Master of a High School, cancelled (30th December, 1889).

X. Certain Text-Books authorized for use in Schools where the German Language is taught in addition to English (31st December, 1889).

XI. Regulations respecting the Qualifications of Specialists and Assistant Masters in High Schools (31st December, 1889).

XII. Certain Text-Books authorized for High Schools, also authorized for Public Schools (31st December, 1889).

3. CIRCULARS FROM THE MINISTER.

Evening Classes.

Sir,—By an amendment made to the Free Libraries Act at the last session of the Legislative Assembly, the Board of Management was authorized to establish evening classes for artizans, mechanics and workingmen in such subjects as would promote a knowledge of the mechanical and manufacturing arts. Power was also given the Directors of any Art School in a municipality in which a Free Library was established to amalgamate with the Free Library for the purposes above mentioned. As I should like to ascertain how far such amalgamation can be made practically advantageous, and how evening classes can be organized so as best to secure the purposes for which the Act was amended, I am willing to pay the travelling expenses of one representative from the Board of Management of the Free Library and one from the Board of Directors of the Art School, should they favor me with their presence and counsel at the Education Department at 2 p.m. on Tuesday, the 4th of June prox.

Will you kindly bring this matter before your Board and let me hear from you at your earliest convenience.

Toronto, May, 1889.

Apportionment of Legislative Public School Grant for 1889.

The apportionment of the grant to the several municipalities is based upon the latest returns of population for the year 1888, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective county, city, town, and village Treasurers.

The County Councils—whose duty it is to raise from the several townships in their counties a sum at least equal to the amounts respectively apportioned to each county—are reminded that *all the supporters of the Roman Catholic Separate Schools are exempt* from any rate to be levied for this purpose.

Toronto. May, 1889.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1889, for which an Assessment is to be made by the County Council, in the several Townships in each County, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman-Catholic Separate School Supporters are exempted from any rate for such purpose.

1. COUNTY OF BRANT.

Municipalities.	*Apportionment.*
Brantford	$811 00
Burford	612 00
Dumfries, South	408 00
Oakland	106 00
Onondaga	176 00
Total	$2113 00

2. COUNTY OF BRUCE.

Albemarle	$157 00
Amabel	222 00
Arran	375 00
Brant	575 00
Bruce	441 00
Carrick	506 00
Culross	406 00
Eastnor	157 00
Elderslie	378 00
Greenock	344 00
Huron	509 00
Kincardine	417 00
Kinloss	307 00
Lindsay and St. Edmunds	78 00
Saugeen	236 00
Total	$5108 00

3. COUNTY OF CARLETON.

Fitzroy	$303 00
Gloucester	672 00
Goulbourn	340 00
Gower, North	315 00
Huntley	290 00
March	122 00
Marlborough	218 00
Nepean	885 00
Osgoode	524 00
Torbolton	119 00
Total	$3788 00

4. COUNTY OF DUFFERIN.

Amaranth	$431 00
Garafraxa, East	379 00
Luther, East	265 00
Melancthon	457 00
Mono	606 00
Mulmur	580 00
Total	$2718 00

5. COUNTY OF ELGIN.

Municipalities.	*Apportionment.*
Aldborough	$605 00
Bayham	411 00
Dorchester, South	185 00
Dunwich	512 00
Malahide	477 00
Southwold	564 00
Yarmouth	622 00
Total	$3376 00

6. COUNTY OF ESSEX.

Anderdon	$248 00
Colchester, North	203 00
" South	344 00
Gosfield, North	218 00
" South	241 00
Maidstone	353 00
Malden	121 00
Mersea	435 00
Pelee Island	40 00
Rochester	295 00
Sandwich, East	605 00
" West	363 00
Tilbury, West	550 00
Total	$4016 00

7. COUNTY OF FRONTENAC.

Barrie	$ 70 00
Bedford	197 00
Clarendon and Miller	105 00
Hinchinbrooke	150 00
Howe Island	47 00
Kennebec	134 00
Kingston	337 00
Loughborough	232 00
Olden	110 00
Oso	135 00
Palmerston and Canonto	109 00
Pittsburg	359 00
Portland	243 00
Storrington	256 00
Wolfe Island	171 00
Total	$2655 00

8. COUNTY OF GREY.

Artemesia	$497 00
Bentinck	628 00
Collingwood	441 00
Derby	274 00
Egremont	446 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

COUNTY OF GREY—*Continued.*

Municipalities.	*Apportionment.*
Euphrasia	$414 00
Glenelg	370 00
Holland	432 00
Keppel	412 00
Normanby	627 00
Osprey	431 00
Proton	338 00
Sarawak	116 00
St. Vincent	459 00
Sullivan	486 00
Sydenham	459 00
Total	$6830 00

9. COUNTY OF HALDIMAND.

Canborough	$131 00
Cayuga, North	231 00
" South	104 00
Dunn	114 00
Moulton	209 00
Oneida	215 00
Rainham	240 00
Seneca	298 00
Sherbrooke	54 00
Walpole	567 00
Total	$2163 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	$ 36 00
Cardiff	70 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Havelock, etc	120 00
Glamorgan	57 00
Lutterworth	53 00
Minden	143 00
Monmouth	44 00
Snowdon	100 00
Stanhope, Sherbourne and McClintock	63 00
Total	$686 00

11. COUNTY OF HALTON.

Esquesing	$549 00
Nassagaweya	356 00
Nelson	401 00
Trafalgar	450 00
Total	$1756 00

12. COUNTY OF HASTINGS.

Carlow and Mayo	$126 00
Elzevir and Grimsthorpe	142 00
Faraday and Dungannon	168 00
Hungerford	581 00
Huntingdon	276 00
McClure, Wicklow and Bangor	94 00

COUNTY OF HASTINGS—*Continued.*

Municipalities.	*Apportionment.*
Herschel and Monteagle	$152 00
Madoc	430 00
Marmora and Lake	225 00
Rawdon	382 00
Sidney	504 00
Thurlow	564 00
Tudor and Cashel	105 00
Limerick	65 00
Wollaston	92 00
Tyendinaga	518 00
Total	$4424 00

13. COUNTY OF HURON.

Ashfield	$484 00
Colborne	274 00
Goderich	360 00
Grey	501 00
Hay	481 00
Howick	608 00
Hullett	388 00
McKillop	391 00
Morris	401 00
Stanley	304 00
Stephen	497 00
Tuckersmith	373 00
Turnberry	331 00
Usborne	328 00
Wawanosh, East	263 00
" West	244 00
Total	$6228 00

14. COUNTY OF KENT.

Camden	$308 00
Chatham	551 00
Dover	480 00
Harwich	604 00
Howard	385 00
Orford	323 00
Raleigh	456 00
Romney	148 00
Tilbury, East	261 00
Zone	170 00
Total	$3686 00

15. COUNTY OF LAMBTON.

Bosanquet	$333 00
Brooke	386 00
Dawn	257 00
Enniskillen	389 00
Euphemia	330 00
Moore	586 00
Plympton	511 00
Sarnia	266 00
Sombra	371 00
Warwick	454 00
Total	$3883 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

16. COUNTY OF LANARK.

Municipalities.	*Apportionment.*
Bathurst	$331 00
Beckwith	223 00
Burgess, North	132 00
Dalhousie and Sherbrooke, North	272 00
Darling	86 00
Drummond	270 00
Elmsley, North	140 00
Lanark	230 00
Lavant	76 00
Montague	260 00
Pakenham	233 00
Ramsay	312 00
Sherbrooke, South	122 00
Total	$2687 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$422 00
Crosby, North	146 00
" South	225 00
Elizabethtown	583 00
Elmsley, South	102 00
Kitley	262 00
Leeds and Lansdowne, Front	397 00
" Rear	283 00
Yonge and Escott, Rear	252 00
Yonge, Front, and Escott	340 00
Total	$3012 00

17½. COUNTY OF GRENVILLE.

Augusta	$581 00
Edwardsburgh	530 00
Gower, South	106 00
Oxford Rideau	416 00
Wolford	246 00
Total	$1879 00

18. COUNTY OF LENNOX AND ADDINGTON.

Adolphustown	$ 85 00
Amherst Island	126 00
Anglesea, Effingham and Kaladar	132 00
Camden, East	572 00
Denbigh, Abinger and Ashby	101 00
Ernestown	422 00
Fredericksburgh, North	200 00
" South	147 00
Richmond	299 00
Sheffield	285 00
Total	$2369 00

19. COUNTY OF LINCOLN.

Caistor	$263 00
Clinton	275 00
Gainsborough	341 00

COUNTY OF LINCOLN—*Continued.*

Municipalities.	*Apportionment.*
Grantham	$258 00
Grimsby, North	142 00
" South	195 00
Louth	217 00
Niagara	239 00
Total	$1930 00

20. COUNTY OF MIDDLESEX.

Adelaide	$369 00
Biddulph	324 00
Caradoc	484 00
Delaware	221 00
Dorchester, North	445 00
Ekfrid	329 00
Lobo	353 00
London	1158 00
McGillivray	471 00
Metcalfe	226 00
Mosa	297 00
Nissouri, West	430 00
Westminster	1008 00
Williams, East	223 00
" West	185 00
Total	$6523 00

21. COUNTY OF NORFOLK.

Charlotteville	$462 00
Houghton	245 00
Middleton	420 00
Townsend	524 00
Walsingham	635 00
Windham	500 00
Woodhouse	309 00
Total	$3095 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick	$138 00
Brighton	372 00
Cramahe	401 00
Haldimand	545 00
Hamilton	585 00
Monaghan, South	132 00
Murray	403 00
Percy	403 00
Seymour	418 00
Total	$3397 00

22½. COUNTY OF DURHAM.

Cartwright	$272 00
Cavan	411 00
Clarke	597 00
Darlington	590 00
Hope	550 00
Manvers	454 00
Total	$2874 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

23. COUNTY OF ONTARIO.

Municipalities.	*Apportionment.*
Brock	$462 00
Mara	340 00
Pickering	741 00
Rama	133 00
Reach	524 00
Scott	293 00
Scugog Island	78 00
Thorah	188 00
Uxbridge	430 00
Whitby, East	393 00
Whitby	323 00
Total	$3905 00

24. COUNTY OF OXFORD.

Blandford	$155 00
Blenheim	620 00
Dereham	452 00
Nissouri, East	362 00
Norwich, North	276 00
" South	332 00
Oxford, North	172 00
" East	244 00
" West	263 00
Zorra, East	479 00
" West	340 00
Total	$3695 00

25. COUNTY OF PEEL.

Albion	$394 00
Caledon	561 00
Chinguacousy	605 00
Gore of Toronto	127 00
Toronto	678 00
Total	$2365 00

26. COUNTY OF PERTH.

Blanchard	$372 00
Downie	332 00
Easthope, North	298 00
" South	231 00
Ellice	357 00
Elma	461 00
Fullarton	285 00
Hibbert	293 00
Logan	366 00
Mornington	391 00
Wallace	395 00
Total	$3781 00

27. COUNTY OF PETERBOROUGH.

Asphodel	$199 00
Belmont and Methuen	222 00
Burleigh, Anstruther and Chandos	175 00
Douro	275 00

COUNTY OF PETERBOROUGH—*Continued.*

Municipalities.	*Apportionment.*
Dummer	$261 00
Ennismore	117 00
Galway and Cavendish	95 00
Harvey	148 00
Monaghan, North	105 00
Otanabee	451 00
Smith	353 00
Total	$2401 00

28. COUNTY OF PRESCOTT.

Alfred	$302 00
Caledonia	174 00
*Hawkesbury, East (including R.C. No. 11)	281 00
" West	175 00
Longueuil	120 00
Plantagenet, North	451 00
* " South (including R.C. No. 5)	288 00
Total	$1791 00

28½. COUNTY OF RUSSELL.

*Cambridge (including R. C. No. 3)	$132 00
Clarence	631 00
Cumberland	396 00
*Russell (including R. C. No. 1)	277 00
Total	$1436 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$381 00
Athol	157 00
Hallowell	385 00
Hillier	224 00
Marysburgh, North	192 00
" South	208 00
Sophiasburgh	268 00
Total	$1815 00

30. COUNTY OF RENFREW.

Admaston	$292 00
Algona, South	106 00
Alice and Fraser	197 00
Bagot and Blithfield	141 00
Brougham	49 00
Bromley	215 00
Brudenell and Lynedoch	163 00
Grattan	161 00
Griffith and Matawatchan	79 00
Hagarty, Jones, Sherwood, Richards and Burns	218 00
Head, Clara and Maria	42 00
Horton	170 00
McNab	422 00
Pembroke	89 00

* Where the amount for the Separate School is included it will be ascertained and deducted on receipts.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

COUNTY OF RENFREW—*Continued.*

Municipalities.	*Apportionment.*
Petawawa	$ 85 00
Ratcliffe and Raglan	108 00
Rolph, Wylie, McKay, Buchanan	93 00
Ross	318 00
Sebastopol	89 00
Stafford	104 00
Westmeath	367 00
Wilberforce and Algona, North	264 00
Total	$3772 00

31. COUNTY OF SIMCOE.

Adjala	$235 00
Cardwell	49 00
Essa	515 00
Flos	379 00
Gwillimbury, West	321 00
Humphrey	59 00
Innisfil	520 00
Matchedash	42 00
Medonte	446 00
Monck	79 00
Morrison	72 00
Muskoka	79 00
Nottawasaga	766 00
Orillia	400 00
Oro	507 00
Sunnidale	304 00
Tay	300 00
Tiny	390 00
Tecumseth	515 00
Tossorontio	150 00
Vespra	350 00
Watt	109 00
Wood and Medora	98 00
Total	$6685 00

32. COUNTY OF STORMONT.

Cornwall	$487 00
Finch	358 00
Osnabruck	663 00
Roxborough	494 00
Total	$2002 00

32½. COUNTY OF DUNDAS.

Matilda	$562 00
Mountain	391 00
Williamsburgh	505 00
*Winchester (including R. C. S. S. No. 12)	566 00
Total	$2024 00

32¾. COUNTY OF GLENGARRY.

Charlottenburgh	$778 00
Kenyon	653 00
Lancaster	515 00
Lochiel	477 00
Total	$2423 00

33. COUNTY OF VICTORIA.

Municipalities.	*Apportionment.*
Bexley	$ 95 00
Brunel	78 00
Carden	98 00
Chaffey	116 00
Dalton	69 00
Draper and Oakley	168 00
Eldon	365 00
Emily	296 00
Fenelon	312 00
Franklin	48 00
Laxton, Digby and Longford	105 00
Macaulay	100 00
McLean and Ridout	96 00
Mariposa	554 00
Ops	380 00
Ryde	89 00
Sinclair	48 00
Somerville	193 00
Stephenson	108 00
Stisted	79 00
Verulam	257 00
Total	$3654 00

34. COUNTY OF WATERLOO.

Dumfries, North	$355 00
Waterloo	837 00
Wellesley	525 00
Wilmot	641 00
Woolwich	571 00
Total	$2929 00

35. COUNTY OF WELLAND.

Bertie	$483 00
Crowland	159 00
Humberstone	336 00
Pelham	297 00
Stamford	230 00
Thorold	270 00
Wainfleet	326 00
Willoughby	145 00
Total	$2246 00

36. COUNTY OF WELLINGTON.

Arthur	$389 00
Eramosa	406 00
Erin	492 00
Garafraxa, West	360 00
Guelph	320 00
Luther, West	238 00
Maryborough	439 00
Minto	468 00
Nichol	235 00
Peel	481 00
Pilkington	216 00
Puslinch	435 00
Total	$4479 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

37. COUNTY OF WENTWORTH.

Municipalities.	*Apportionment.*
Ancaster	$530 00
Barton	557 00
Beverley	602 00
Binbrook	209 00
Flamborough, East	308 00
" West	375 00
Glanford	224 00
Saltfleet	328 00
Total	$3133 00

38. COUNTY OF YORK.

Etobicoke	$404 00
Georgina	309 00
Gwillimbury, East	470 00
" North	229 00

COUNTY OF YORK—*Continued.*

Municipalities.	*Apportionment.*
King	700 00
Markham	659 00
Scarborough	457 00
Vaughan	518 00
Whitchurch	473 00
York	867 00
Total	$5086 00

39. DISTRICTS.

Algoma (including R. C. Schools)	$2000 00
Nipissing	500 00
Parry Sound	1500 00
Total	$4000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOL SECTIONS FOR 1889, PAYABLE THROUGH THIS DEPARTMENT.

School Sections.	*Apportionment.*
Adjala 10	$17 00
Alfred 3	18 00
" .....7 (with 8 Plantagenet South)..	25 00
" 7	23 00
Anderdon..... 3 & 4	21 00
Artemesia..... 6 (1) with 7, Glenelg.....	8 00
" ..... 6 (2).....	13 00
Arthur..... 6	31 00
" 10	25 00
Asphodel..... 4	28 00
Biddulph..... 6	23 00
" .....9 (with 1, McGillivray)....	5 00
Bonfield 1 A, 1 B and 1 C (see Nipissing District).	
Brighton..... 1 (15)	8 00
Burgess, North..... 6	10 00
Cambridge 2	51 00
" ..... 3 (in Tp. grant)	.....
" ..... 6 & 7	28 00
Caledonia..... 3, 4 & 10.....	29 00
Carrick 1	38 00
" 2	22 00
" 14	76 00
Charlottenburgh 15	39 00
Cornwall..... 1	19 00
" 16	69 00
Crosby, North 4	62 00
" 7	16 00
Cumberland 10	19 00
" 13	45 00
Downie 9	24 00
Edwardsburg 2	14 00
Ellice 7	18 00
Finch 5	46 00
Flamborough, West.... 2	16 00
Glenelg 5	26 00
" ....7, (with 6, Artemesia (1)). ..	10 00
Gloucester 1, (with 3, Osgoode)	11 00
" ..... 4, 5, & 12	11 00
" 14	63 00
" ..... 17 (in Tp. grant)	.....
" ..... 25 "	.....
Grattan, etc..... 1	79 00
Haldimand..... 21	19 00
Harwich 9	24 00
Hawkesbury, East..... 2	25 00
" 4	15 00
" 7	87 00
" 10	31 00
" ..... 11 (in Tp. grant)	.....
" 12	16 00
" 15	17 00
" 16	14 00
Hawkesbury, West 4	85 00
Hibbert..... (1) 3	22 00
Holland, etc..... 3	12 00
Hullett 2	13 00
Innisfil 12, (with town of Barrie)..	9 00
Kingston..... ..... 8	17 00
Kitley 7	2 00
Lancaster 14	19 00
Lochiel..... 12 A.....	16 00
" ..... 12 B.....	71 00
Longueuil, West. 4	20 00
Maidstone 4, (with 2, Rochester).....	29 00
Malden..... ... 3 A.....	35 00
" ..... 3 B.....	36 00
Mara..... 3	60 00
March 3	12 00

School Sections.	*Apportionment.*
Marmora and Lake.... 1	$19 00
Mattawa 1, (See District of Nipissing.....	
McKim 1, " "	
Moore.....3, 4 & 5.....	16 00
Mornington 4	26 00
McGillivray 1, (with 9, Biddulph).....	5 00
McKillop 1	28 00
Nepean 7	44 00
" 15, A (with Ottawa).....	144 00
" ..... 15 B	50 00
" .... 18 (in Tp. grant)..	
Nichol 1	33 00
Normanby 5	31 00
" 10	26 00
Osgoode..... 1	18 00
" ..... 3 .... (with 1 Gloucester	10 00
Osgoode..... 15 (2)	23 00
Otonabee..... 10	14 00
Papineau 2 (See District of Nipissing)	
Peel 8	10 00
" 12	34 00
Percy 5	11 00
" 12 (with 12 Seymour)	6 00
Plantagenet, North.... 9	25 00
" South.... 5 (in Tp. grant)	.....
" " 7	35 00
" " ..... 8 (with 7 Alfred)	14 00
Proton..... 6	38 00
Raleigh 4	29 00
" 5	23 00
" 6	45 00
Rat Portage 1. (See Algoma District.....	.....
Richmond.....10 & 17.....	11 00
Rochester 2, (with 4 Maidstone).....	17 00
Roxboro 12	54 00
Russell..... 1 (in Tp. grant)	.....
" 6	91 00
" 7	17 00
Seymour 12, (with 12 Percy).....	8 00
Sheffield 5	17 00
Sombra 5	29 00
Stamford..... 7	25 00
Stafford 2	30 00
Stephen 6	36 00
Sydenham..... 7	23 00
" 14 (2)	16 00
Tilbury, W & E..... 1	65 00
Tiny..... 2	91 00
Toronto Gore..... .. 6	19 00
Vespra..... 7	11 00
Waterloo..... .. 13	93 00
Wawanosh, West..... 1	24 00
Wellesley 5	18 00
" .....9 & 10.....	22 00
" 11	60 00
" 12	15 00
Westminster 13	24 00
Widdifield 1 (See District of Nipissing)	
Williams, West..... 10	31 00
Wilmot 15½	46 00
Winchester 12 (with 1 Russell) (in Tp. grant)	
Windham 8	24 00
Wolfe Island..... 1	17 00
" 2	23 00
" 4	31 00
Yonge and Escott R.... 4	6 00
York..... ... 1	21 00

Apportionment to Cities, Towns and Villages for 1889.

	Public Schools.	Separate Schools.	Total.
Cities.	$ c.	$ c.	$ c.
Belleville	1081 00	247 00	1328 00
Brantford	1488 00	160 00	1648 00
Guelph	1121 00	218 00	1339 00
Hamilton	4467 00	777 00	5244 00
Kingston	1496 00	482 00	1978 00
London	3007 00	407 00	3414 00
Ottawa	2086 00	2383 00	4469 00
St. Catharines	1017 00	277 00	1294 00
St. Thomas	1303 00	154 00	1457 00
Stratford	1009 00	179 00	1188 00
Toronto	16457 00	2410 00	18867 00
Total	34532 00	7694 00	42226 00
Towns.			
Almonte	336 00	85 00	421 00
Amherstburg	155 00	152 00	307 00
Aylmer	306 00	.....	306 00
Barrie	477 00	100 00	577 00
Berlin	744 00	148 00	892 00
Blenheim	190 00	.....	190 00
Bothwell	118 00	.....	118 00
Bowmanville	492 00	.....	492 00
Brampton	431 00	.....	431 00
Brockville	874 00	252 00	1126 00
Chatham	945 00	147 00	1092 00
Clinton	396 00	.....	396 00
Cobourg	462 00	153 00	615 00
Collingwood	614 00	.....	614 00
Cornwall	360 00	478 00	838 00
Deseronto	351 00	.....	351 00
Dresden	247 00	.....	247 00
Dundas	366 00	156 00	522 09
Durham	149 00	.....	149 00
Galt	878 00	59 00	937 00
Goderich	460 00	66 00	526 00
Gravenhurst	258 00	.....	258 00
Harriston	248 00	.....	248 00
Ingersoll	571 00	87 00	658 00
Kincardine	329 00	.....	329 00
Lindsay	469 00	288 00	757 00
Listowel	393 00	.....	393 00
Meaford	277 00	.....	277 00
Mitchell	302 00	.....	302 00
Milton	182 00	.....	182 00
Mount Forest	312 00	.....	312 00
Napanee	420 00	.....	420 00
Newmarket	220 00	39 00	259 00
Niagara	156 00	.....	156 00
Niagara Falls	300 00	89 00	389 00
Oakville	177 00	35 00	212 00
Orangeville	522 00	.....	522 00
Orillia	413 00	90 00	503 00
Oshawa	463 00	63 00	526 00
Owen Sound	767 00	69 00	836 00
Palmerston	242 00	.....	242 00
Parkdale	472 00	.....	472 00
Parkhill	176 00	34 00	210 00
Paris	376 00	70 00	446 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

	Public Schools.	Separate Schools.	Total
TOWNS.—*Continued.*	$ c.	$ c.	$ c.
Parry Sound	173 00		173 00
Pembroke	304 00	236 00	540 00
Penetanguishene	256 00		256 00
Perth	404 00	116 00	520 00
Peterborough	785 00	343 00	1128 00
Petrolea	518 00		518 00
Picton	311 00	47 00	358 00
Port Arthur	495 00	183 00	678 00
Port Hope	675 00		675 00
Prescott	249 00	133 00	382 00
Ridgetown	261 00		261 00
Sandwich	157 00		157 00
Sarnia	650 00	82 00	732 00
Sault Ste. Marie	156 00	in Tr. grant	156 00
Seaforth	345 00		345 00
Simcoe	364 00		364 00
Smith's Falls	432 00		432 00
Stayner	145 00		145 00
St. Mary's	393 00	39 00	432 00
Strathroy	479 00		479 00
Thornbury	156 00		156 00
Thorold	239 00	129 00	368 00
Tilsonburg	291 00		291 00
Trenton	395 00	211 00	606 00
Uxbridge	270 00		270 00
Walkerton	395 00		395 00
Waterloo	348 00		348 00
Welland	249 00		249 00
Whitby	345 00	34 00	379 00
Windsor	996 00		996 00
Wingham	273 00		273 00
Woodstock	1089 09		1089 00
Total	29994 00	4213 00	34207 00
INCORPORATED VILLAGES.			
Acton	158 00		158 00
Ailsa Craig	99 00		99 00
Alexandria	24 00	135 00	159 00
Alliston	219 00		219 00
Alvinston	118 09		118 00
Arkona	72 00		72 00
Arnprior	255 00	105 00	360 00
Arthur	105 00	57 00	162 00
Ayr	152 00		152 00
Ashburnham	186 00		186 00
Aurora	265 00		265 00
Bath	66 00		66 00
Bayfield	85 00		85 00
Beamsville	97 00		97 00
Beaverton	102 00		102 00
Beeton	80 00		80 00
Belle River	81 00		81 00
Blyth	134 00		134 00
Bobcaygeon	112 00		112 00
Bolton	93 00		93 00
Bracebridge	146 00		146 00
Bradford	137 00		137 00
Brighton	213 00		213 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

—	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.—*Continued.*	$ c.	$ c.	$ c.
Brussels	159 00	.....	159 00
Burlington	165 00	.....	165 00
Caledonia	126 00	.....	126 00
Campbellford	290 00	.....	290 00
Cannington	138 00	.....	138 00
Cardinal	98 00	.....	98 00
Carleton Place	491 00	.....	491 00
Cayuga	106 00	.....	106 00
Chesley	167 00	.....	167 00
Chippewa	70 00	.....	70 00
Clifford	75 00	.....	75 00
Colborne	113 00	.....	113 00
Drayton	105 00	.....	105 00
Dundalk	102 00	.....	102 00
Dunnville	289 00	.....	289 00
East Toronto	80 00	.....	80 00
Elmira	121 00	.....	121 00
Elora	135 00	31 00	166 00
Embro	74 00	.....	74 00
Erin	69 00	.....	69 00
Essex Centre	234 00	.....	234 00
Exeter	231 00	.....	231 00
Fenelon Falls	164 00	.....	164 00
Fergus	199 00	18 00	217 00
Forest	219 00	.....	219 00
Fort Erie	104 00	.....	104 00
Gananoque	470 00	.....	470 00
Garden Island	45 00	.....	45 00
Georgetown	202 00	.....	202 00
Glencoe	110 00	.....	110 00
Grimsby	107 00	.....	107 00
Hagersville	112 00	.....	112 00
Hastings	80 00	34 00	114 00
Hawkesbury	195 00	.....	195 00
Hespeler	145 00	.....	145 00
Holland Landing	73 00	.....	73 00
Huntsville	98 00	.....	98 00
Iroquois	133 00	.....	133 00
Kemptville	165 00	.....	165 00
Kingsville	123 00	.....	123 00
Lakefield	145 00	.....	145 00
Lanark	101 00	.....	101 00
Leamington	190 00	.....	190 00
L'Orignal	77 00	28 00	105 00
London, West	256 00	.....	256 00
Lucan	123 00	.....	123 00
Lucknow	153 00	.....	153 00
Madoc	151 00	.....	151 00
Markdale	90 00	.....	90 00
Markham	138 00	.....	138 00
Merrickville	126 00	.....	126 00
Merritton	187 00	43 00	230 00
Midland	231 00	.....	231 00
Millbrook	135 00	.....	135 00
Milverton	76 00	.....	76 00
Morrisburg	260 00	.....	260 00
Newboro'	62 00	.....	62 00
Newburg	91 00	.....	91 00
Newbury	63 00	.....	63 00
Newcastle	88 00	.....	88 00
New Hamburg	157 00	.....	157 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

——	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.—*Continued.*	$ c.	$ c.	$ c.
Niagara Falls, South	146 00	.....	146 00
North Bay	105 00	.....	105 00
Norwich	182 00	.....	182 00
Norwood	127 00	.....	127 00
Oil Springs	121 00	.....	121 00
Omemee	90 00	.....	90 00
Paisley	148 00	.....	148 00
Point Edward	175 00	.....	175 00
Portsmouth	77 00	34 00	111 00
Port Colborne	113 00	31 00	144 00
Port Dalhousie	88 00	28 00	116 00
Port Dover	148 00	.....	148 00
Port Elgin	275 00	.....	275 00
Port Perry	232 00	.....	232 00
Port Stanley	82 00	.....	82 00
Preston	221 00	in Vill.grant	221 00
Renfrew	204 00	156 00	360 00
Richmond	45 00	.....	45 00
Richmond Hill	107 00	.....	107 00
Rockland	118 00	.....	118 00
Shelburne	228 00	.....	228 00
Southampton	169 00	.....	169 00
Springfield	60 00	.....	60 00
Stirling	105 00	.....	105 00
Stouffville	144 00	.....	144 00
Streetsville	105 00	.....	105 00
Tara	101 00	.....	101 00
Teeswater	151 00	.....	151 00
Thamesville	102 00	.....	102 00
Thedford	81 00	.....	81 00
Tilbury Centre	117 00	.....	117 00
Tiverton	89 00	.....	89 00
Tottenham	80 00	.....	80 00
Vienna	44 00	.....	44 00
Wallaceburg	294 00	70 00	364 00
Wardsville	46 00	.....	46 00
Waterdown	92 00	.....	92 00
Waterford	176 00	.....	176 00
Watford	154 00	.....	154 00
Wellington	75 00	.....	75 00
Weston	107 00	21 00	128 00
West Toronto Junction	165 00	.....	165 00
Wiarton	181 00	.....	181 00
Woodbridge	100 00	.....	100 00
Woodville	70 00	.....	70 00
Wyoming	107 00	.....	107 00
Wroxeter	59 00	.....	59 00
Total	18087 00	791 00	18878 00

Summary of Apportionment for 1889.

	Public Schools.	Separate Schools.	Total.
Counties.	$ c.	$ c.	$ c.
1. Brant	2113 00	.....	2113 00
2. Bruce	5108 00	136 00	5244 00
3. Carleton	3788 00	386 00	4174 00
4. Dufferin	2718 00	.....	2718 00
5. Elgin	3376 00	.....	3376 00
6. Essex	4016 00	170 00	4186 00
7. Frontenac	2655 00	88 00	2743 00
8. Grey	6830 00	203 00	7033 00
9. Haldimand	2163 00	.....	2163 00
10. Haliburton	686 00	.....	686 00
11. Halton	1756 00	.....	1756 00
12. Hastings	4424 00	19 00	4443 00
13. Huron	6228 00	101 00	6329 00
14. Kent	3686 00	154 00	3840 00
15. Lambton	3883 00	45 00	3928 00
16. Lanark	2687 00	10 00	2697 00
17. Leeds	3012 00	86 00	3098 00
17. Grenville	1879 00	14 00	1893 00
18. Lennox and Addington	2369 00	28 00	2397 00
19. Lincoln	1930 00	.....	1930 00
20. Middlesex	6523 00	88 00	6611 00
21. Norfolk	3095 00	24 00	3119 00
22. Northumberland	3397 00	52 00	3449 00
22. Durham	2874 00	.....	2874 00
23. Ontario	3905 00	60 00	3965 00
24. Oxford	3695 00	.....	3695 00
25. Peel	2365 00	19 00	2384 00
26. Perth	3781 00	90 00	3871 00
27. Peterborough	2401 00	42 00	2443 00
28. Prescott	1791 00	479 00	2270 00
28. Russell	1436 00	251 00	1687 00
29. Prince Edward	1815 00	.....	1815 00
30. Renfrew	3772 00	109 00	3881 00
31. Simcoe	6685 00	128 00	6813 00
32. Stormont	2002 00	188 00	2190 00
32. Dundas	2024 00	.....	2024 00
32. Glengarry	2423 00	145 00	2568 00
33. Victoria	3654 00	.....	3654 00
34. Waterloo	2929 00	254 00	3183 00
35 Welland	2246 00	25 00	2271 00
36. Wellington	4479 00	133 00	4612 00
37. Wentworth	3133 00	16 00	3149 00
38. York	5086 00	21 00	5107 00
39. Districts—			
(a) Algoma } Total $4000	2000 00	.....	2000 00
(b) Nipissing } Total $4000	500 00	.....	500 00
(c) Parry Sound } Total $4000	1500 00	.....	1500 00
Total	144818 00	3564 00	148382 00

Grand Totals.

Counties and Districts	144818 00	3564 00	148382 00
Cities	34532 00	7694 00	42226 00
Towns	29994 00	4213 00	34207 00
Villages	18087 00	791 00	18878 00
Totals	227431 00	16262 00	243693 00

Summer Instruction in Zoology.

With the view of facilitating the introduction of the study of Zoology into the High Schools, and in response to the requests of various High School Masters, the Minister of Education has arranged for Professor Ramsay Wright to give a summer course of instruction in this subject in the School of Practical Science at Toronto.

It is intended that the course shall extend from the 17th to the 31st July inclusive, and that it shall consist of a daily lecture in the morning followed by two hours laboratory work.

Special attention will be devoted in the lectures to the subjects laid down for the Zoology of the University Matriculation and Departmental Examinations, and to the discussion of methods of illustrating these. The High School Zoology will be ready for the use of Teachers during the Course.

The Laboratory work will be on the forms described in the text book on Zoology; methods of preparation of ordinary and microscopic work suitable for the Schools will be discussed, and hints given as to the selection and management of microscopes.

The Opening Lecture will be delivered on the afternoon or evening of Wednesday, 17th July, at an hour hereafter to be announced; the second lecture on the following day at 9 a.m.

Those intending to avail themselves of the Course are requested to communicate with the Education Department at once, as at least twenty Teachers must respond favorably before the class can be organized.

Certificates will be issued by the Department on the recommendation of Professor Wright to all who have diligently followed the Course.

Toronto, June, 1889.

1889-1890.

Literature Selections for Teachers' Third, Second and First Class Grade C, Non-Professional Examinations.

Class III.

English.—The following Selections from the High School Reader :—

*VI.	On Contentedness in all Estates and Accidents.
XXX.	The Trial by Combat at the Diamond of the Desert.
LXI.	The Plague of Locusts.
*LXV.	The Gambling Party.
*LXVIII.	Earthworms.
*LXXXV.	From the "Apology of Socrates."
*XCIII.	A Liberal Education.
III.	The Trial Scene in "The Merchant of Venice.'
V.	To Daffodils.
*VII.	To Lucasta on Going to the Wars.
*XXVIII.	The Cottar's Saturday Night.
*XXXI.	To a Highland Girl.
*XXXVI.	Go where Glory waits thee.
*XXXVII.	Dear Harp of my Country.
*XXXVIII.	Come, ye Disconsolate.
*XLVI.	The Bridge of Sighs.
*LI.	Horatius.

LXIV. The Island of the Scots.
*LXVII. The Hanging of the Crane.
LXIX. "As Ship becalmed at Eve."
CI. The Forsaken Garden.

Latin—*Cæsar*—Bellum Britannicum.
French— De Fivas' Introductory French Roader.
German— High School German Reader (Grimm, Kinderund-Haus-Märchen).

CLASS II.

English— *Byron*— Prisoner of Chillon, and Childe Harold's Pilgrimage, from stanza 73 of Canto II. to stanza 51 of Canto III., inclusive.
Addison—Selections from the Essays—Spectator, Nos. 21, 23, 26, 47, 50, 69, 93, 115, 159, 162, 169, 195, 225, 381, 387, 458, 483, 574, 583, 598.
Latin— *Cicero*— In Catilinam II.
Virgil— Æneid V.
Cæsar— Bellum Britannicum.
French— *Souvestre*–Un Philosophe sous les Toits.
German—*Hauff*— Das Kalte Hertz.
Schiller— Der Gang nach dem Eisenhammer.

CLASS I.—GRADE C.

English— *Shakespeare*—Coriolanus.
Addison— (Same selections as for Class II).
Greek— *Demosthenes*—Philippics I., II.
Homer— Odyssey VII.
Latin— *Horace*— Odes I.
Livy— XXIII.
French— *Scribe*— Bertrand et Raton.
German—*Schiller*— Das Lied von der Glocke, and Hero und Leander.
Egmont's Leben und Dod.

TORONTO, August, 1889.

1889-1890.

SUBJECTS FOR FIRST-CLASS CERTIFICATES. GRADES A. AND B.

(*In accordance with the Curriculum of the University of Toronto.*)

I. DEPARTMENT OF ENGLISH.

Grade B—

(1.) Critical reading of:—

Shakespeare—Coriolanus.
Milton—Paradise Lost, Book XI. and Comus.
Chaucer—Prologue and The Chanounes Yemannes Tale.

*Those selections marked with an asterisk will be repeated 1890-1891.

(2.) Composition, History and Etymology of the English Language. Prosody and Rhetoric. History of English Literature from Chaucer to the end of the Reign of James I.

For reference :—

Earle—The Philology of the English Tongue.
Bain—English Composition and Rhetoric.
Craik—History of Literature and Learning in England.
Abbott and Seely—English Lessons for English People.
Marsh—English Language and Literature, Lectures VI. to XI. inclusive.

(3.) Ancient History : Origin of Civilization.
Greece : Persian Wars to Achæan League. *Grote :* Chaps. 35, 36, 38-42, 44-46, 66-71, 77-79, 86-91.
Thirlwall : Chaps. 60-63.

Rome : *Mommsen :* Book III., Chaps. 1-6, 13, 14 ; Book IV., Chaps. 11, 12.
Merivale : History of the Romans, Chaps. 31-34, 37-41, 51, 61, 67.

Outlines of Mediæval History : Italy, France, Spain, England, Scotland, Ireland Intrusion of the Barbarians on the Roman Provinces ; The Crusades ; Rise of the Ottoman Power.

Grade A—

(1.) Critical reading of :

Shakespeare——Henry VIII.
Milton—L'Allegro and Ill Penseroso.
Dryden—Stanzas on Death of Cromwell.
Wordsworth—Excursion, Book VII.
Coleridge—Hymn Before Sunrise, Chamouni.

(2.) Principles of Composition, Grammar and Etymology ; History of the formation of the English Language ; History of English Literature, from the Rise of the Regular Drama down to Wordsworth.

(3.) Mediæval History from the rise of Mohammedanism to the Conquest of Constantinople in 1453 ; Spain, Italy, Germany, France, England.
Outlines of Modern History : England, Germany, France, Spain, United States, Canada to Peace of 1815.

For reference :—

Earle—The Philology of the English Tongue.
Craik—History of Literature and Learning in England.
Marsh—English Language and Literature, Lectures XI. and XII.

II. Department of Mathematics.

Grade B—

Algebra, omitting Theory of Probability.
Euclid, Book IV, VI., and definitions of Book V.
Plane Trigonometry.
Analytical Plane Geometry (*Salmon's*, omitting the Abridged Notation).

Grade A—

Newton's Principia, S. I.
Differential and Integral Calculus (*Williamson*).

Solid Geometry (*Salmon*—The Selected Course for Junior Readers, omitting methods of Abridged Notation).
Theory of Equations (for reference—*Burnside* and *Panton*).
Spherical Trigonometry (*Todhunter*).

III. Department of Natural Science.

Grades A and B—

In all the Examinations in this Department a practical acquaintance with the work will be required.

(1.) Chemistry—Inorganic Chemistry. Qualitative Inorganic Analysis.

(2.) Biology—Structure and Classification of Flowering Plants, with special reference to the Canadian Flora. Zoology of Vertebrata. Canadian Vertebrate Fauna.

For reference :—

Bessey's Botany.
Packard's Zoology.
Martin's "Human Body."
Gray's Manual of Botany.
Jordan's Manual of American Vertebrates.

For Laboratory Work.—The candidate is expected to be familiar with the principal methods employed in the investigation of the structure of Plants and Animals, with the structure of the forms described in *Huxley and Martin's* Elementary Biology, and with the Histology of the higher types of these.

For reference :—

Klein's Histology.

The following works may also be consulted :—

Poulsen's Botanical Micro-Chemistry, translated by *Trelease*.
Lee—Methods of Microscopical Research.
Fol's Comparative Histology.
Behrens' The Microscope in Botanical Resebrch.
Strassburger—Practical Botany.

(3.) Mineralogy and Geology.—Elementary Mineralogy. Elementary Geology and Physical Geography. Principles of Crystallography. Use of the Blowpipe in the Practical Examination of Minerals.

(4.) Physics.—Elementary Mechanics and Hydrostatics.

Only definitions and statements of Principles with simple illustrations will be required. The scope of the Examination shall not exceed the limits of *Balfour Stewart's* Elementary Lessons in Physics.

IV. Department of French and German.

Grade B—

(1.) *French—Scribe*—Bertrand et Raton.
" *Ponsard*—Charlotte Corday, L'Honneur et L'Argent.
" *About*—La Fille du Chanoine and la Mère de la Marquise (Hachette's edition).
" *Lamartine*—Graziella.

(2.) *German—Schiller*—Egmont's Leben und Tod (Clarendon Press Series). Das Lied von der Glocke, and Hero und Leander. Wilhelm Tell. Selected Ballads (Simonson's German Ballad Book, omitting Der Gang nach dem Eisenhammer).
" *Chamisso*—Peter Schlemihl.
" *Lessing*—Laokoön.

(3.) Translation of unspecified passages from French and German authors.
Translation from English into French and German.
French and German Grammar.
Writing French and German from Dictation.
Outlines of the History of French and German Literature (Helen Conant and Saintsbury Primer), History of French Literature in the 19th Century, (Saintsbury's Short History of French Literature), History of German Literature; Goethe and Schiller (Sime's Schiller, and Lewes' Study of the Life of Goethe).

Grade A—

(1.) *French*—*Beaumarchais*—Le Barbier de Séville.
" *Hugo*—Hernani.
" *Molière*—Les Précieuses Ridicules, L'Avare.
" *Balzac*—Eugénie Grandet.
" *Voltaire*—Zaïre.
" *La Fontaine*—Fables, Books I.-III., inclusive.
" *Merimee*—Colomba.
" *Corneille*—Horace.
" *Racine*—Athalie.
" *La Bruyère*—De la Cour and Des Grands.

(2.) *German*—*Lessing*—Minna von Barnhelm.
" *Goethe*—Iphigenie auf Tauris, Goetz von Berlichingen, Dichtung und Wahrheit, Books X. and XI.
" *Schiller*—Thirty Year's War, Book III., Maria Stuart.

(3.) Translation of unspecified passages from French and German authors.
Translation from English into French and German.
French and German Grammar (Brachet, Historical Grammar of the French Language).
Writing French and German from Dictation.
History of French Literature to end of 18th Century (Saintsbury's Short History of French Literature).
History of German Literature to date (Bayard Taylor's Studies in German Literature).

V. Department of Classics.

Grade B—

(1.) *Latin*—*Horace*—Odes I.
" *Livy*—XXI.
" *Cicero*—Pro Sestio and Tusculan Disputations, V.
" *Virgil*—Georgics II.

(2.) *Greek*—*Xenophon*—Cyropaedia, I.
" *Homer*—Odyssey III. and VII.
" *Demosthenes*—Aphobus I. and II,

(3.) Translation from unspecified Latin and Greek authors.
Translation from English into Latin and Greek Prose.
Latin and Greek Grammar and Philology.

Grade A—

(1.) *Latin*—*Livy*—III.
" *Virgil*—Æneid VI.
" *Cicero*—Philippics II.
" *Horace*—Epistles I.
" *Tacitus*—Histories IV.

(2.) *Greek*—*Sophocles*—Œdipus Rex.
" *Demosthenes*—De Corona.
" *Plato*—Crito.
" *Thucydides*—Book III.
" *Æschylus*—Prometheus.

(3.) Translation from unspecified Latin and Greek authors.
Translation from English into Latin and Greek Prose.
Latin and Greek Grammar and Philology.

NOTE.—The books of reference in the above Syllabus are those recommended in the curriculum of Toronto University.

TORONTO, August, 1889.

MEMORANDUM ON EXAMINATION IN THE COMMERCIAL COURSE, BOOK-KEEPING AND DRAWING FOR CLASS III.

On reference to Regulations 50 and 112, it will be seen that the examination for Class III. will provide in the paper in Arithmetic, "questions to test the candidate's accuracy, his mental training, and his knowledge of commercial transactions; and the papers will contain commercial problems heretofore contained in the papers on Book-keeping." Regulation 117 provides 50 marks for Book-keeping, and shows the work for which these are to be awarded. The same Regulation shows how the 50 marks for Drawing are to be obtained.

Candidates who are not pupils at a High School, will themselves, as required by Regulation 118, send in their sets of Book-keeping and Drawing Books to the Public School Inspector whom they notify of their intention to be examined under Regulation 143. The books must be accompanied by a declaration from the candidate that they contain the candidate's own work only, and that he has completed the Commercial and Drawing Courses prescribed for Form I. in High Schools.

The ground formerly covered in the examination paper under the description "Precis Writing" will practically be included in the examination on Composition.

TORONTO, October, 1889.

TRAINING INSTITUTE EXAMINATIONS.

Instructions to Examiners.

1. The regular hours for assembling and dismissing the Collegiate Institute shall be strictly observed.

2. Each candidate shall teach three lessons of thirty minutes each, and the full time of thirty minutes shall be allowed by the examiner for each lesson.

3. The subjects of the lessons assigned shall be such as are suitable for High School pupils, due regard being had to the character of the candidate's non-professional certificate. No lesson shall be assigned more than once in any class, nor shall any lesson which he has taught during the term be assigned to any teacher-in-training.

4. One of the three lessons shall be in the department of English, and one in the department of Mathematics. The subjects of the third lesson shall be determined by the department, covered by the candidate's non-professional certificate; in the case of a candidate who holds a University non-professional qualification, it shall be in one of the following departments: (1) Latin and Greek, and (2) Latin, French and German; and in the case of a candidate who holds only a First Class Public School non-professional certificate, it shall be in one of the following departments: (1) Latin and Greek, (2)

French and German, and (3) Physics, Botany, and Chemistry, and in Zoology (in the case of First C. certificates obtained in July, 1890, and thereafter).

5. For a candidate for a Specialist's certificate, a subject shall be assigned in his specialty of a more difficult character than would be assigned for a pass candidate; and, if this department be not one of those in which he would be assigned a lesson in the ordinary course of the examination, the presiding examiner shall substitute for any one of the three regular lessons one in the specialist's department.

6. The presiding examiner shall, with the Principal of the Training Institute, arrange a time-table for the examination, and shall, on consultation with the other examiner or examiners and the masters of the Training Institute, select three lessons for the candidates.

7. The time-table shall be posted in the Collegiate Institute on the afternoon of the day preceding the practical examination, and shall indicate the hours at which, the forms in which, and the examiners before whom, the candidate is to teach his three lessons.

8. The subject of the first lesson shall be given the candidate the day before he is required to teach it; the subjects of the second and third lessons respectively shall be given the candidate one hour before the lesson is to be taught; and in the case of each of the three lessons, it shall be the duty of the candidate to apply to the examiner for the subject at the proper time.

9. After a lesson has been assigned, no hint or assistance of any kind shall be given to a candidate by any examiner or Collegiate Institute master.

10. After a lesson has been taught, no information or opinion shall be given to the candidate as to his standing or marks.

11. The candidate shall teach before at least two examiners.

12. The examiners appointed by the Minister of Education will present themselves at the Training Institute to which they are respectively assigned, on the forenoon of the day preceding the practical examination. Should they not be able to complete the practical examination within the prescribed two days and a half, the presiding examiner may associate with them such of the Training Institute masters as may be required; but teachers-in-training shall teach at least two lessons before the examiners appointed by the Minister, and other candidates at least one.

13. Unless absolutely necessary, no master of the Collegiate Institute shall be present in the room during the examination of a candidate in Practical Teaching.

14. Immediately after the close of the examination each presiding examiner shall send to the Minister a return of the practical examination in the prescribed form, and the examiners at the written examination shall forward their returns to the Secretary, Education Department, within five days after the close of the examination.

15. All reports in connection with both the written and the practical examination shall be regarded by the examiners as strictly confidential.

16. If, from any unforeseen cause, the Regulations of the Education Department, or the instructions herein set forth, are varied in any particular, the presiding examiner shall report such variations fully to the Minister at the close of the examination.

Toronto, November, 1889.

APPENDIX C.—*PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1.—Toronto Normal School.

1. *Staff of Toronto Normal School*, 1889.

Thomas Kirkland, M.A.....Principal.
James Carlyle, M.D. .....Mathematical Master.
J. H. McFaul, M. D.....Drawing Master, and in Model School
S. H. Preston .....Music " " " "
Miss Natalie Gillmayr .....French Teacher.
Sergt. T. Parr .....Drill and Calisthenics.

2. *Students in Toronto Normal School*, 1889.

	Admitted.	
	Male.	Female.
First Session...	26	98
Second Session.....	30	97
Total.....	56	195

2.—Ottawa Normal School.

1. *Staff of Ottawa Normal School*, 1889.

John A. MacCabe, LL.D.....Principal.
Wm. Scott, B.A. .....Mathematical Master.
T. H. McGuirl, B.A .....Drawing Master, and in Model School.
W. G. Workman .....Music " " "
J. Guignard .....French Teacher.
E. B. Cope.....Clerk and Accountant, also Drill and Calisthenics Master, and in Model School.

2. *Students in Ottawa Normal School*, 1889.

	Admitted.	
	Male.	Female.
First Session.....	30	76
Second Session.....	45	40
Total	75	116

3. Toronto Model School.

1. *Staff of Toronto Model School*, 1889.

Angus McIntosh	Head Master, Boys' Model School.
R. W. Murray	First Assistant, " "
Thos. M. Porter	Second " " "
Miss Ada E. Rose	Third " " "
" Jeannie Wood	Fourth " " "
" Margaret T. Scott	Head Mistress, Girls' Model School.
" K. F. Hagarty	First Assistant " "
" M. Meehan	Second " " "
" May K. Caulfeild	Third " " "
" Mattie Rose	Fourth " " "
" Caroline M. Hart	Kindergarten Teacher.
" L. P. Mackenzie	Assistant "

2. *Number of Pupils in* 1889.

Boys, 230 ..... Girls, 224, ... Total, 454
Kindergarten ..... Total, 75.

4.—Ottawa Model School.

1. *Staff of Ottawa Model School*, 1889.

Edwin D. Parlow	Head Master, Boys' Model School.
Thomas Swift	First Assistant " "
R. H. Cowley	Second " " "
Miss C. F. Sutherland	Third " " "
" Adeline Shenick	Head Mistress, Girls' Model School.
" Mary G. Joyce	First Assistant " "
" Margaret A. Mills	Second " " "
" M. E. Butterworth	Third " " "
" E. Bolton	Kindergarten Teacher.
" T. Darcy	Assistant "

2. *Number of Pupils in* 1889.

Boys, 178, ... Girls, 167. ..... Total, 345.
Kindergarten ..... Total, 54.

APPENDIX D.—

STATISTICS OF COUNTY

NAME OF SCHOOL.	No. of Students on Roll.	Males.	Females.	Average Age of Males.	Average Age of Females.	No. that withdrew during term.	No. that passed Final Examination.	Males.	Females.	No. that failed.	Was Vocal Music taught?	Was Drill taught?	No. of Lectures on Education.	No. of Lectures on School Law.	No of Lectures on Temperance and Hygiene.	No. of Lessons taught by each Student.
				Yrs.	Yrs.											
1 Athens	20	8	12	$18\frac{5}{6}$	$17\frac{5}{6}$	....	20	8	12	....	yes.	yes.	85	10	30	20
2 Barrie	21	10	11	19	$18\frac{3}{4}$	1	17	7	10	3	"	"	46	15	36	50
3 Beamsville	17	6	11	19	18	....	17	6	11	....	"	"	20	6	10	35
4 Berlin	6	2	4	18	17	....	4	1	3	2	"	"	65	5	8	40
5 Bracebridge	23	8	15	19	18	....	23	8	15	....	"	"	30	20	40	27
6 Bradford	17	8	9	19	18	...	17	8	9	....	"	"	70	20	30	35
7 Brantford	12	6	6	19	$17\frac{3}{6}$	....	12	6	6	....	"	"	61	16	33	34
8 Brampton	9	4	5	19	18	....	9	4	5	....	"	"	42	8	4	35
9 Caledonia	25	15	10	18 2-5	17 4-5	....	25	15	10	....	"	"	95	22	40	30
10 Chatham	40	19	21	$19\frac{1}{2}$	18	...	35	16	19	5	"	"	130	13	65	32
11 Clinton	28	12	16	$19\frac{1}{4}$	$19\frac{1}{4}$	..	26	11	15	2	"	"	50	15	20	26
12 Cobourg	26	12	14	20	$18\frac{5}{6}$	....	26	12	14	....	"	"	45	12	25	35
13 Cornwall	25	6	19	18	18	2	23	6	17	....	no.	"	30	20	25	25
14 Durham	15	5	10	19	18	....	15	5	10	....	yes.	"	50	35	40	30
15 Elora	22	8	14	19	18	....	21	8	13	1	"	"	65	25	65	30
16 Forest	12	5	7	18	$17\frac{1}{2}$	.. .	12	5	7	....	"	"	75	19	47	39
17 Galt	14	9	5	$18\frac{1}{3}$	17 3-5	....	11	7	4	3	"	"	52	6	20	31
18 Gananoque	6	2	4	23	19	....	6	2	4	....	"	"	35	12	20	30
19 Goderich	33	16	17	19	$18\frac{5}{6}$	....	32	15	17	1	"	"	70	28	40	31
20 Hamilton	34	8	26	19	18	....	28	7	21	6	"	"	30	30	20	25
21 Ingersoll	16	8	8	19	18	1	13	6	7	2	"	"	30	4	12	26
22 Kincardine	13	9	4	19 5-9	$18\frac{3}{4}$	....	13	9	4	....	"	"	40	5	10	37
23 Kingston	38	8	30	18	18	....	38	8	30	....	"	"	70	12	20	20
24 Lindsay	32	12	20	19	18	....	32	12	20	....	"	"	100	10	14	18
25 London	17	4	13	19	18	1	13	3	10	3	"	"	100	10	10	10
26 Madoc	29	8	21	19	18	....	29	8	21	....	"	"	42	20	25	16
27 Martintown	12	3	9	18	18	....	12	3	9	....	"	"	100	25	25	30
28 Meaford	18	10	8	$18\frac{3}{4}$	$17\frac{1}{2}$	1	17	9	8	....	"	"	60	10	30	25
29 Minden	6	3	3	20	18	....	6	3	3	....	"	"	50	6	12	30
30 Milton	21	11	10	19	18	....	21	11	10	....	"	"	125	28	50	32
31 Mitchell	26	13	13	18	17	1	25	13	12	....	"	"	45	13	15	35
32 Morrisburg	23	9	14	$19\frac{7}{8}$	$18\frac{2}{3}$	1	22	9	13	....	"	"	58	12	20	30
33 Mount Forest	34	15	19	$20\frac{2}{3}$	$18\frac{1}{3}$	....	32	13	19	2	"	"	35	10	25	24
34 Napanee	18	5	13	18	$18\frac{3}{4}$	1	17	5	12	....	"	"	30	4	16	22
35 Newmarket	17	7	10	$19\frac{1}{2}$	$18\frac{5}{6}$	....	17	7	10	....	"	"	60	20	20	30
36 Norwood	20	5	15	19	19	....	20	5	15	....	no	"	35	5	35	30
37 Orangeville	24	11	13	18	19	....	24	11	13	....	yes.	"	112	28	28	39
38 Owen Sound	24	10	14	18	18	....	24	10	14	....	"	"	50	12	20	40
39 Perth	32	12	20	19	17	1	31	11	20	....	"	"	45	9	15	30
40 Picton	27	5	22	19	18	...	27	5	22	....	"	"	60	5	42	27
41 Port Hope	18	6	12	$18\frac{2}{3}$	$18\frac{3}{4}$	....	16	5	11	2	"	"	56	15	28	26
42 Port Perry	13	5	8	19	18	....	13	5	8	....	"	"	75	15	30	30
43 Prescott	6	2	4	19	19	....	6	2	4	....	"	"	52	12	41	34
44 Renfrew	36	7	29	18	$17\frac{2}{3}$	2	31	7	24	3	"	"	96	15	48	21
45 Richmond	16	7	9	19	19	....	16	7	9	....	"	"	30	20	30	33
46 St. Thomas	28	8	20	19	18	2	25	6	19	1	"	"	65	10	14	30
47 Sarnia	18	4	14	19	18	....	18	4	14	....	"	"	55	18	44	43
48 Simcoe	34	20	14	18 4-5	$18\frac{1}{3}$	....	28	17	11	6	"	"	60	60	60	25
49 Stratford	31	12	19	$18\frac{1}{2}$	$18\frac{1}{3}$	2	29	10	19	....	"	"	80	20	45	36
50 Strathroy	29	12	17	$19\frac{1}{2}$	19	1	25	10	15	3	"	"	75	12	25	35
51 Toronto	14	1	13	18	18	....	14	1	13	....	"	"	60	15	15	60
52 Vankleekhill	19	5	14	18 1-5	19	1	18	5	13	....	"	"	25	10	20	30
53 Walkerton	16	8	8	$19\frac{3}{4}$	$17\frac{3}{8}$	1	15	7	8	....	"	"	41	6	24	33
54 Welland	12	4	8	18	18	1	11	4	7	....	"	"	80	10	40	30
55 West Toronto	17	6	11	21	19	1	16	5	11	....	"	"	95	15	45	30
56 Whitby	21	3	18	20	$18\frac{1}{2}$	. ..	21	3	18	....	"	"	65	30	40	35
57 Windsor	14	7	7	19	18	1	13	7	6	....	"	"	40	20	30	31
58 Woodstock	14	4	10	$18\frac{1}{4}$	$18\frac{1}{2}$	1	13	3	10	....	"	"	82	14	30	50
Total	1208	458	750	$18\frac{28}{29}$	$18\frac{5}{29}$	23	1140	426	714	45	.....	.....	....	....	....	....

COUNTY MODEL SCHOOLS.

Model Schools, 1889.

No.	No. of Departments used.	Time given daily by Principal to M. S. work.	Was Assistant provided?	To what extent was Principal relieved each day?	Amount received from Municipal Grant.	Amount received from Fees.	Salary of Principal.	Allowance to Assistants for M. S. work.	Is separate room provided?	Is this room in school building?	No. of Assistants with required certificates.	No. of Students under age (males 18, females 17).	Schools in which Principal does not teach a div.	NAME OF PRINCIPAL.	Certificate of Principal.
					$	$	$	$							
1	3	all day	yes	all day	150	100	700	100	yes	yes	3	2	....	G. Sharman.....	I.B.
2	11	"	"	"	150	105	800	150	"	"	11	....	....	J. Winterborn....	I.A.
3	3	"	"	"	150	85	700	125	"	"	3	2	....	A. E. Caverhill...	I.C.
4	10	"	"	"	150	30	1000	...	"	"	7	....	....	J. Suddaby.....	I.C.
5	5	"	"	"	..	135	600	200	"	"	2	2	....	G. H. Thomas....	I.C.*
6	4	"	"	"	150	85	700	100	"	"	4	....	....	A. Orton.	I.C.
7	11	4½ hrs.	"	3½ hrs.	150	60	1275	....	"	"	11	...	..	W. Wilkinson....	M.A.
8	6	all day	"	all day	150	45	.....	125	"	"	4	....	....	W. G. Jessup.....	Special.
9	4	"	"	"	150	125	700	125	"	"	4	....	....	E. J. Rowlands...	I.C.
10	13	4 hrs.	"	4 hrs.	150	....	850	200	"	"	6	3	....	G. B. Kirk.....	I.A.
11	9	all day	"	all day	150	140	750	120	"	"	7	....	....	W. K. Lough.....	I.C.
12	10	"	"	"	150	130	800	150	"	"	6	1	....	A. Barber.....	I.C.
13	7	"	"	"	150	110	840	185	"	"	4	3	....	P. Talbot...	I.C.
14	4	"	"	"	150	75	625	130	"	no	4	....	....	T. Allan.....	I.B.
15	4	"	"	"	150	110	650	140	"	yes	4	..	....	A. Petrie.....	I.C.
16	5	"	"	"	200	60	700	130	"	no	6	....	....	C. S. Falconer....	I.C.
17	7	"	"	"	150	70	1000	135	"	yes	4	....	....	R. Alexander.....	I.B.
18	9	"	"	"	150	30	750	200	"	"	5	....	....	J. C. Linklater..	I.C.
19	8	"	"	"	150	165	800	150	"	"	6	1	....	R. Park.....	I.A.
20	20	"	"	"	150	170	1200	150	"	"	10	....	....	G. W. Johnston ..	I.
21	12	"	"	"	300	800	900	150	"	"	9	1	....	H. F. McDiarmid.	I.A.
22	5	4 hrs.	"	4½ hrs.	150	65	850	130	"	"	4	....	....	F. C. Powell	I.B.
23	7	all day	"	all day	150	190	1000	200	"	"	7	7	....	R. K. Row	I.B.
24	14	"	"	"	150	160	900	....	"	"	13	....	1	G. E. Broderick ..	I.A.
25	40	"	"	"	150	85	1040	200	"	"	4	....	....	W. J. Carson.....	I.A.
26	4	"	"	"	250	145	800	150	"	"	4	....	....	D. Marshall.....	I.B.
27	3	"	"	"	150	60	200 for term	..	"	"	1	1	....	J. McLaughlin ...	I.A.
28	6	"	"	"	150	90	750	150	"	"	4	....	....	H. H. Burgess....	I.C.
29	2	"	"	"	150	30	450	90	"	"	1	....	....	C. S. Eggleton....	II.A.
30	6	"	"	"	200	105	700	120	"	"	3	3	....	H. Gray	I.C.
31	8	"	"	"	150	130	825	130	"	"	5	1	....	S. Nethercott.....	I.B.
32	7	"	"	"	150	115	650	150	"	"	4	1	....	A. Wherry.....	I.C.
33	8	"	"	"	150	170	700	130	"	"	4	1	....	S. Westervelt...	I. Co. Bd. & II.A.P.
34	5	"	"	"	200	80	750	100	"	"	3	....	....	J. Bowerman.....	II.
35	5	"	"	"	175	85	800	125	"	"	4	....	....	W. Rannie.....	I.C.
36	4	"	"	"	150	100	.....	100	"	"	4	....	....	A. Hutchison.....	I.C.
37	9	"	"	"	150	120	700	140	"	"	3	....	....	M. N. Armstrong.	I.C.
38	13	"	"	"	150	120	900	150	"	"	6	4	1	T. Frazer.....	I.
39	8	"	"	"	150	160	850	125	"	"	8	1	...	M. N. Jaques	I.C.
40	8	"	"	"	150	135	825	125	"	"	7	2	...	R. F. Greenlees...	I.A.
41	12	"	"	"	150	90	900	....	"	"	9	2	1	F. Wood.....	I.C.
42	5	"	"	"	150	65	800	100	"	"	3	1	....	A. M. Rae	I.C.
43	6	"	"	"	150	30	1000	140	"	"	6	....	....	C. Macpherson ...	I.B.
44	5	"	"	"	150	180	700	125	"	"	3	3	....	T. C. Smith	I.
45	3	"	"	"	150	free	550	100	"	no	2	.. .	....	W. J. Simpson....	I.C.*
46	8	"	"	"	150	free	900	125	"	yes	8	....	....	N. M. Campbell..	I.C.
47	8	"	"	"	200	90	850	140	"	"	7	2	....	A. Wark.....	I.B.
48	7	"	"	"	150	170	750	135	"	no	6	6	....	J. Rowat.....	I.A.
49	16	"	"	"	150	155	900	160	"	yes	16	2	....	J. R. Stewart.....	I.A.
50	10	"	"	"	150	145	850	200	"	"	10	....	....	T. Dunsmore.....	I.C.
51	8	"	"	"	....	....	.....	....	"	"	all	....	....	L. J. Clark	I.C.
52	3	"	"	"	150	95	625	125	"	"	3	2	....	A. E. Moore.....	I.C.
53	7	"	"	"	150	80	800	130	"	"	3	....	....	W. R. Telford....	I.B.
54	4	"	"	"	150	60	720	140	"	no	4	3	....	D. H. Lent.. ...	I.A.
55	6	"	"	"	175	85	650	150	"	yes	4	....	....	W. Wilson	II.A.
56	4	"	"	"	150	105	900	150	"	"	3	1	....	J. Brown.....	I.B.
57	10	"	"	"	150	70	800	150	"	"	10	....	....	J. Duncan	I.C.
58	25	"	"	"	150	65	900	150	"	"	17	....	....	J. W. Garvin.....	B.A.
.....	.....	.....	...	.....	....	....	.....	....	....	..	....	58	3		*Non-prof

APPENDIX E.—*TEACHERS' INSTITUTES.*

1. Ontario Teachers' Association.

Extract from the Proceedings of Convention, held on the 13th, 14th and 15th August, 1889.

The Convention met on Tuesday, August 13th, 1889.
The President, Mr. Robert McQueen, in the chair.

Resolutions Adopted.

By the Association.

Resolved.—That in the opinion of this Association, it is advisable that only one examination for entrance into our High Schools and Collegiate Institutes should be held annually.

Resolved.—That History be retained on Entrance Examinations, but that a special period or periods be selected for more critical study.

Resolved.—That this Association contribute one hundred dollars to the Young Memorial Fund.

Resolved.—That each local association be entitled to send one delegate for every fifty members or fraction thereof to this Association; and that any five delegates may demand a strictly delegate vote upon any question that has been submitted by the executive of this Association to the local associations.

Public School Section.

Report of Committee on Sub-Examiners.

1. That the examination of candidates for 2nd and 3rd Class Certificates is of very great interest to all Classes of educators in Ontario; and whereas the Sub-Examiners have so largely to do with the fair and satisfactory examination of such candidates, therefore the Public School Section of the Ontario Teachers' Association recommends:—

(*a*) That the sub-examiners be chosen equitably from the Public School Inspectors, the Public School Teachers, and the High School Masters of Ontario.

(*b*) That as regards Public School Teachers the qualification of eligibility for sub-examiner be the holding of a First Class Provincial Certificate.

(*c*) That no person should be a sub-examiner who is not actively connected with the profession of teaching.

Report of Committee on Superannuation Fund.

Your Committee begs leave to report that it has carefully considered the Act of 1885, regarding Teachers' Superannuation, and finds its chief provisions to be as follows:—

(*a*) Those on the fund are:—Every teacher and inspector contributing to the fund at the time of the passing of the Act of 1885. The time for the payment of arrears was extended till July, 1886; these arrears at $5 per annum, and extending back to 1854 inclusive. Teachers who had ceased to be engaged in the profession as teachers prior to 1871, and had not heretofore contributed to the fund, were excluded from participating in the fund

(*b*) The annual contribution to the fund is four dollars, but contributing to the fund is optional. Any teacher wishing to remove his name from the list of contributors, or any teacher retiring from the profession, is entitled to receive from the Minister of Education, one-half of all sums paid by him or her to the fund. On the death of a contributor to the fund, his heir is entitled to the full amount paid in to the fund by such contributor with interest at the rate of 7% per annum.

(*c*) The retiring allowance is $6.00 per annum, for every year of service in Ontario; but holders of a First or Second Class Provincial Certificate, or First Class County Board or Head Master's Certificate, are entitled to receive a further allowance of $1.00 per annum for every year of service while holding such certificate, or while acting as Head Master of a High School. The retiring allowance ceases at the close of the year of the death of the recipient.

(*d*) Any contributor to the fund may superannuate at the age of 60. In order to superannuate before that age, a medical certificate must be furnished showing that the applicant is disabled from practising his profession. Proof of disability must be furnished annually.

(*e*) If a pensioned teacher should, with the consent of the Department, resume his profession, his allowance ceases while he is so engaged, and on his again superannuating the additional time of service will be allowed. Should a pensioned teacher resume his profession and continue to draw his allowance or any part of it, he forfeits all claim to the fund, and his name shall be struck off the list of superannuated teachers.

Your Committee examined the blank forms used when seeking superannuation. These are three in number and are submitted with this report, being marked as exhibits a, b and c, (*a*) Application. (*b*) Declaration of Applicant. (*c*) Medical Certificate. Nothing objectionable was found in these with the exception of one clause. The applicant declares that ill-health prevents his continuing to earn a livelihood by teaching *or in any other employment or occupation*; and your Committee was assured that the words "or in any other employment or occupation" might be struck out without affecting the application.

While your Committee cannot report the particulars of refused claims, it had the assurance of the Chief Clerk of the Superannuation Department, Mr Paull (whose courtesy and willingness to give information are worthy of record) that no interpretation of the law is made to the disadvantage of the teacher, but rather to his advantage.

Report of the Committee on Entrance Examiners.

I. That in the opinion of this Committee, there should be for the Entrance Examination a Board of Examiners for each County or group of Counties; said Boards to consist of Inspectors, High and Public School Teachers, there being at least as many Public as High School teachers on the Examining Boards.

II. That no person should be appointed presiding examiner who is not actually engaged in the profession as Teacher or Inspector.

Report of the Committee on County Boards of Examiners.

Whereas in many instances persons are appointed on County Boards of Examiners who are not active members of the teaching profession, your Committee recommends that in order to secure the highest state of efficiency and to preserve a proper recognition of teachers' rights.

(1) No person should have a position on such Boards except actually engaged in the profession.

(2) That the Executive of the Association be asked to ascertain definitely the composition of the several County Boards throughout the province and report at the next meeting of the Association.

High School Section.

Resolved.—That in the opinion of this Section it is desirable in the interests of High School Education in this Province, that High School Leaving Examinations be established by and under the control of the Education Department, and that these examinations be known as the Primary, Junior and Senior High School Examinations.

INSPECTORS' SECTION.

Resolved.—That a strong remonstrance is hereby presented to the Minister of Education against the treatment accorded to Public School Teachers and Inspectors in the management of the recent departmental examinations, both in the number of appointments and in the nature of the work assigned, and that the Minister be respectfully requested to appoint annually as examiners an equitable number of Public School Teachers and Inspectors, and that they be fairly treated in the distribution of the work.

Resolved.—Whereas the public are apparently laboring under a wrong impression concerning the position occupied by the High School Examination, now known as Teachers' Non-professional Second and Third Class Examinations:—

Whereas the second Non-professional Examination is now accepted as Matriculation Examination in part for admission to University work, and the Medical and Legal professions; and

Whereas persons who have passed one or other of these examinations place themselves as teachers before the public, and sometimes impose upon School Boards:

Therefore be it resolved that the name be changed from the Teachers' Non-professional Examination to some other that may more clearly indicate its nature, and place the successful candidates in a proper light before the public.

Name of Institute.	Number of Institutes.	Total number of Members.	Government Grants.	Municipal Grants.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing and Postage.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.	Balances.
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	1	117	45 00	25 00	.....	89 28	159 28	.....	45 40	46 00	91 40	67 88
2 Bruce, East	1	124	25 00	25 00	.....	59 24	109 24	18 28	13 35	37 52	69 15	40 09
3 Bruce, West	1	68	25 00	25 00	14 25	131 04	195 29	11 75	65 75	87 87	165 37	29 92
4 Carleton	1	135	25 00	25 00	.....	42 89	92 89	9 47	15 50	46 46	71 43	21 46
5 Dufferin	1	104	25 00	25 00	20 00	28 50	98 50	12 00	78 00	2 50	92 50	6 00
6 Dundas	1	53	25 00	25 00	20 00	139 33	209 33	7 78	52 75	63 90	124 43	84 90
7 Durham	1	150	45 00	25 00	.....	123 77	193 77	18 07	.....	46 10	64 17	129 60
8 Elgin	1	175	45 00	25 10	.....	49 03	119 13	24 50	7 50	78 60	110 60	8 53
9 Essex, North	1	95	25 00	25 00	.....	66 24	116 24	29 75	60 00	10 65	100 40	15 84
10 Essex, South	1	85	.....	25 00	.....	119 75	144 75	51 80	.....	27 90	79 70	65 05
11 Frontenac	1	140	25 00	25 00	.....	50 91	100 91	12 91	.....	42 00	54 91	46 00
12 Glengarry	1	89	25 00	25 00	.....	87 94	137 94	33 83	13 00	32 07	78 90	59 04
13 Grenville	1	58	25 00	.....	14 50	103 84	143 34	4 34	85 16	10 00	99 50	43 84
14 Grey, East	1	80	25 00	25 00	10 00	56 57	116 57	8 51	38 44	26 00	72 95	43 62
15 Grey, West	1	34	25 00	25 00	11 50	128 26	189 76	11 95	27 00	13 15	52 10	137 66
16 Grey, South	1	103	.....	25 00	14 75	94 25	134 00	15 83	28 12	33 95	77 90	56 10
17 Haldimand	1	110	25 00	25 00	.....	196 72	246 72	3 25	15 25	3 35	21 85	224 87
18 Haliburton	1	54	25 00	.....	.....	70 43	95 43	12 54	5 00	21 55	39 09	56 34
19 Halton	1	91	45 00	25 00	25 50	82 73	178 23	16 60	7 50	30 05	54 15	124 08
20 Hastings, North	1	72	45 00	25 00	9 50	129 74	209 24	13 00	11 50	71 88	96 38	112 86
21 Hastings, South	1	120	45 00	25 00	.....	94 55	164 55	12 22	.....	75 00	87 22	77 33
22 Huron, East (N)	1	21	45 00	25 00	7 00	52 87	129 87	18 25	.....	69 58	87 83	42 04
23 Huron, West (S)	1	120	25 00	25 00	7 50	100 42	157 92	6 25	14 00	58 80	79 05	78 87
24 Kent, East	1	87	25 00	25 00	9 00	101 73	160 73	.....	5 50	65 63	71 13	89 60
25 Kent, West	1	96	25 00	25 00	.....	134 50	184 50	13 78	31 65	57 90	103 33	81 17
26 Lambton, East	1	103	45 00	25 00	26 25	100 78	197 03	48 56	.....	93 55	142 11	54 92
27 Lambton, West	1	130	45 00	25 00	.....	142 68	212 68	38 74	24 06	72 55	135 35	77 33
28 Leeds, East	1	108	25 00	25 00	32 00	242 75	324 75	10 70	76 00	.....	86 70	238 05
29 Lanark	1	94	25 00	25 00	31 00	139 72	220 72	14 82	68 75	32 35	115 92	104 80
30 Lennox and Addington	1	117	25 00	25 00	.....	72 08	122 08	6 52	5 25	65 20	76 97	45 11
31 Lincoln	1	100	25 00	25 00	.....	154 01	204 01	8 95	.....	37 00	45 95	158 06
32 Middlesex, East	1	119	25 00	200 00	34 75	34 62	294 37	.....	7 92	79 53	87 45	206 92
33 Middlesex, West	1	123	25 00	200 00	39 26	9 28	273 54	41 00	157 00	70 00	268 00	5 54

2.—Financial Statement, 1888.

Name of Institute.	Number of Institutes.	Total number of members.	Government Grants.	Municipal Grants.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing and Postage.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.	Balances.
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
34 Norfolk	1	139	25 00	25 00	.....	75 59	125 59	35 60	.....	22 15	57 75	67 84
35 Northumberland	1	140	45 00	25 05	13 50	54 76	138 26	.....	10 00	108 09	118 09	20 17
36 Ontario	1	100	45 00	25 00	7 00	85 17	162 17	26 98	23 45	32 70	83 13	79 04
37 Oxford	1	88	45 00	25 00	22 00	74 89	166 89	10 70	.....	121 25	131 95	34 94
38 Peel	1	83	25 00	25 00	30 00	40 63	120 63	11 75	58 75	.....	70 50	50 13
39 Perth	1	200	45 00	25 00	.....	58 04	128 04	14 45	.....	76 25	90 70	37 34
40 Peterboro'	1	87	.....	50 00	.....	84 68	134 68	14 37	30 50	30 00	74 87	59 81
41 Prescott and Russell	1	148	25 00	.....	16 25	76 48	117 73	5 71	22 58	2 64	30 93	86 80
42 Prince Edward	1	98	25 00	25 00	.....	115 11	165 11	7 50	.....	4 55	12 05	153 06
43 Renfrew	1	80	25 00	25 00	.....	66 58	116 58	15 58	.....	44 55	60 13	56 45
44 Simcoe, North	1	56	25 00	25 00	14 00	101 08	165 08	17 80	65 82	19 00	102 62	62 46
45 Simcoe, South	1	70	25 00	25 00	17 50	116 99	184 49	9 81	43 85	51 50	105 16	79 33
46 Stormont	2	35	25 00	25 00	35 00	104 69	189 69	6 29	44 75	75 00	126 04	63 65
47 Victoria, East	1	61	45 00	25 00	15 00	90 77	175 77	5 54	.....	28 00	33 54	142 23
48 Victoria, West	1	87	25 00	25 00	.....	157 40	207 40	7 75	.....	21 10	28 85	178 55
49 Waterloo	1	63	25 00	50 00	34 00	57 92	166 92	19 73	50 10	58 38	128 21	38 71
50 Welland	1	100	25 00	25 00	.....	48 25	98 25	.....	.....	81 39	81 39	16 86
51 Wellington, North	1	50	50 00	50 00	12 45	33 06	145 51	.....	6 40	80 00	86 40	59 11
52 Wellington, South	1	120	45 00	25 00	.....	97 57	167 57	6 53	.....	56 70	63 23	104 34
53 Wentworth	1	104	45 00	25 00	22 50	50 00	142 50	23 72	.....	79 91	103 63	38 87
54 York, North	1	80	25 00	25 00	61 75	60 06	171 81	13 02	53 10	42 62	108 74	63 07
55 York, South	1	66	25 00	25 00	33 00	105 93	188 93	19 08	43 55	17 00	79 63	109 30
56 District of Algoma	1	30	25 00	25 00	.....	.....	50 00	.....	.....	22 75	22 75	27 25
57 District of Algoma, M.D.	1	12	25 00	.....	7 50	43 05	75 55	4 20	15 00	21 29	40 49	35 06
58 District of Muskoka	1	70	25 00	.....	.....	59 09	84 09	5 20	25 00	5 75	35 95	48 14
59 District of Parry Sound	1	75	45 00	.....	.....	34 45	79 45	3 25	.....	35 75	39 00	40 45
60 City of Hamilton	1	140	25 00	25 00	.....	44 55	94 55	4 69	42 90	08	47 67	46 88
61 City of Kingston	1	53	25 00	25 00	.....	28 34	78 34	8 70	23 95	38 86	71 51	6 83
62 City of London	1	65	.....	.....	14 50	260 96	275 46	4 75	23 25	20 75	48 75	226 71
63 City of Ottawa	1	76	25 00	.....	.....	61 96	86 96	9 40	.....	31 13	40 53	46 43
64 City of St. Catharines	1	28	50 00	50 00	5 00	72 15	177 15	.....	139 23	15	139 38	37 77
65 City of Toronto	1	260	25 00	25 00	64 25	54 53	168 78	50 18	77 60	37 00	164 78	4 00
66 Ontario Teachers' Association	1	913	.....	.....	58 00	802 83	860 83	161 17	.....	270 70	431 87	428 96
Total, 1888	66	6882	1890 00	1850 10	778 96	6246 33	10765 39	1690 38	1318 68	2723 60	5732 66	5032 73
Total, 1887	66	6718	1800 00	1879 45	730 66	5995 84	10405 95	1027 37	1234 08	2714 05	4975 50	5430 45
Increase	.....	164	90 00	.....	48 30	250 49	359 44	663 01	84 60	9 55	757 16	.....
Decrease	.....	.....	.....	29 35	.....	.....	.....	.....	.....	.....	.....	397 72

APPENDIX F.—*DEPARTMENTAL EXAMINATIONS.*

Admission of Candidates to Collegiate Institutes and High Schools.

Schools at which Examinations were held.	December, 1888.		July, 1889.	
	Examined.	Passed.	Examined.	Passed.
Alxandria	62	22	95	33
Almonte	30	17	60	43
Arnprior	9	6	47	26
Athens	21	8	43	17
Aurora	31	18	36	20
Aylmer	40	19	96	55
Barrie, C. I	84	39	89	40
Beamsville	21	10	25	11
Belleville	141	55	136	73
Berlin	52	30	89	42
Bowmanville	28	20	47	28
Bradford	34	16	43	25
Brampton	70	42	69	37
Brantford, C. I	80	61	103	67
Brighton	51	13	45	15
Brockville, C. I	57	33	49	27
Caledonia	72	42	73	33
Campbellford	36	27	49	37
Carleton Place	30	14	51	31
Cayuga	26	16	28	13
Chatham, C. I	79	37	123	60
Clinton, C. I	39	29	52	44
Cobourg, C. I	63	41	57	30
Colborne	34	19	35	25
Collingwood, C. I	37	16	50	30
Cornwall	53	24	70	25
Dundas	31	25	48	22
Dunnville	35	15	52	33
Dutton	36	10	53	28
Elora	21	17	36	25
Essex Centre	28	14	39	18
Fergus	37	25	48	34
Galt, C. I	77	46	102	52
Gananoque	65	26	51	32
Georgetown	27	18	34	19
Glencoe	43	26	44	18
Goderich	45	23	57	35
Grimsby	10	4	16	8
Guelph, C. I	116	88	120	47
Hamilton, C. I	277	124	265	190
Harriston	39	23	62	34
Hawkesbury	16	9	36	18
Ingersoll, C. I	49	20	101	38
Iroquois	32	18	40	19
Kemptville	43	17	58	32
Kincardine, includ'g Lucknow and Tiverton for Dec.'88	96	66	39	29
Kingston, C. I	99	61	93	67

ADMISSION of Candidates, etc.—*Continued*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1888.		July, 1889,	
	Examined.	Passed.	Examined.	Passed.
Lindsay, C. I	80	32	87	40
Listowel	49	23	53	37
London, C. I	168	82	155	69
Markham	68	42	64	38
Mitchell	54	25	51	29
Morrisburg	54	14	51	23
Mount Forest	34	16	33	32
Napanee	79	34	73	23
Newburgh	32	16	67	25
Newcastle	18	8	32	14
Newmarket	60	34	61	34
Niagara	11	6	16	13
Niagara Falls South	35	16	49	33
Norwood	37	21	45	22
Oakville	33	17	22	16
Oakwood	25	12	41	25
Omemee	28	11	20	14
Orangeville	69	56	65	31
Orillia	42	15	72	38
Oshawa	55	37	53	31
Ottawa, C. I	101	69	137	62
Owen Sound, C. I	105	45	110	66
Paris	30	19	34	19
Parkdale	73	47	92	48
Parkhill	81	27	80	41
Pembroke	34	30	38	31
Perth, C. I	52	34	68	44
Peterborough, C. I	67	38	77	50
Petrolea	23	12	67	32
Picton	56	27	93	54
Port Arthur	16	10	19	11
Port Dover	22	9	27	15
Port Elgin			40	28
Port Hope	38	30	40	24
Port Perry	45	32	46	29
Port Rowan	16	8	22	14
Prescott	35	19	44	21
Renfrew	42	16	57	21
Richmond Hill	34	17	20	16
Ridgetown, C. I	49	24	66	34
Sarnia	82	48	96	58
Seaforth, C. I	52	34	67	52
Simcoe	88	45	99	64
Smith's Falls	38	34	50	29
Smithville	22	10	24	14
Stirling	23	11	23	15
Stratford, C. I	99	52	129	68
Strathroy, C. I	114	57	112	61
Streetsville	11	9	27	15
St. Catharines, C. I	55	27	69	39
St. Marys, C. I	52	29	50	33
St. Thomas, C. I	104	36	138	102
Sydenham	55	25	83	38

ADMISSION of Candidates, etc.—*Continued.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1888.		July, 1889.	
	Examined.	Passed.	Examined.	Passed.
Thorold	35	17	23	9
Tilsonburg	39	27	46	38
Toronto, C. I.	135	95	160	117
Trenton	41	23	55	18
Uxbridge	50	26	69	36
Vankleekhill	35	18	31	17
Vienna	24	14	19	14
Walkerton	30	19	67	52
Wardsville	38	26	56	34
Waterdown	35	13	48	30
Welland	52	29	45	30
Weston	37	18	38	30
Whitby, C. I.	29	16	81	45
Williamstown	39	15	42	20
Windsor	105	29	91	52
Woodstock, C. I.	79	52	160	100
OTHER PLACES.				
Alliston	57	38	90	45
Alvinston			24	14
Ameliasburg	23	7	32	17
Amherstburg	28	17	21	9
Ancaster	25	17		
Bancroft	9	2	12	7
Bath			28	8
Binbrook	36	17		
Blenheim	20	10	29	11
Bolton			31	10
Bracebridge	12	12	10	9
Brussels			30	25
Burk's Falls			19	12
Charleston			18	7
Deseronto	16	7	21	7
Drayton	16	12		
Dresden	25	16	37	14
Dundalk	14	4	16	8
Dungannon	19	8	12	7
Durham			58	31
Eganville	19	12	29	16
Erin	4	1	28	19
Exeter	16	11	25	22
Fenelon Falls	19	9	28	22
Flesherton	43	21		
Florence			14	10
Forest	40	19	65	35
Gravenhurst	21	9	15	12
Harrow	9	6	13	7
Huntsville			14	4

ADMISSION of Candidates, etc.—*Continued.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1888.		July, 1889.	
	Examined.	Passed.	Examined.	Passed.
Kingsville	.....	.....	17	12
Kirkfield	29	20	29	22
Lakefield	13	8	13	7
Leamington	18	9	25	7
Little Current	.....	.....	29	16
London East	128	55	158	59
Lucan	50	19	41	17
Lucknow	.....	.....	23	13
Madoc	31	16	52	31
Markdale	.....	.....	40	19
Marshville	.....	.....	11	5
Mattawa	.....	.....	5	3
Meaford	.....	.....	59	42
Merrickville	30	13	20	5
Millbrook	24	19	12	9
Milton	39	27	67	51
Mount Hope	.....	.....	44	21
Newboro'	27	16	42	34
Newington	35	16	42	20
Neustadt	17	7	.....	.....
North Bay	.....	.....	4	3
Norwich	23	15	27	14
Paisley	26	19	32	20
Parry Sound	.....	.....	21	13
Pelham S.S. No. 2	11	5	9	7
Penetanguishene	4	2	24	13
Richmond	12	8	28	14
Ridgeway	.....	.....	15	8
Sault Ste. Marie	.....	.....	8	6
Selkirk	.....	.....	30	19
Shelburne	30	22	36	29
Stayner	12	3	17	9
Strabane	.....	.....	27	13
Sutton West	.....	.....	20	11
Tara	23	14	29	21
Teeswater	.....	.....	26	17
Thamesville	15	11	44	28
Thessalon	.....	.....	13	8
Thornbury	65	29	.....	.....
Tweed	14	5	28	10
Wallaceburg	21	7	37	14
Watford	53	15	43	29
Westport	16	14	30	17
West Winchester	60	28	22	14
Wingham	41	19	45	35

ADMISSION of Candidates, etc.—*Concluded.*

SUMMARY OF THE FOREGOING.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1888.		July, 1889.	
	Examined.	Passed,	Examined.	Passed.
Collegiate Institutes	2398	1317	2870	1674
High Schools	3652	1916	4469	2488
Other places	1338	696	2063	1153
Grand Total	7388	3929	9402	5315
Comparison with December, 1887, and July, 1888.				
Increase	.....	178	.....	1151
Decrease	545	.....	24	.....

APPENDIX G.—*CERTIFICATES.*

(Continued from the report of 1888.)

1. Names of Persons who have Received Inspectors' Certificates.

Jamieson, Thomas, B.A.	McClement, Wm. Thomas, B.A.	Reid, Joseph, B.A., LL.B.
Lent, David H.	McKechnie, John Gray.	Sinclair, Samuel Bower, B A.

2. Names of Persons who have Received Examiners' Certificates.

Robertson, Neil, B.A.	Street, J. Richard, M.A.	Wismer, John Anderson, B.A.
Stothers, Robert.		

3. Names of Persons who have Received High School Masters' Certificates.

Barclay, Wm. Barclay Craig, B.A.	Hardie, Charles John, B.A.	Strang, Hugh Innis, B.A.
Bonis, Henry, B.A.	Jamieson, Thomas, B.A.	Shield, Alex. M., B.A.
Cornwall, Leslie J., B.A.	Marshall, Thomas, B.A.	Sinclair, Samuel Bower, B.A.
Coates, Daniel Harsum, B.A.	Millar, John, B.A.	Sanderson, William, M.A.
Carruthers, Adam, B.A.	McGregor, Peter Campbell, B.A.	Turnbull, James, B.A,
Elliott, John, B.A.	Macpherson, Fred. F., B.A.	Turner, John Burgess, B.A.
Fessenden, Cortez, B.A.	Paterson, Richard Allen, B.A.	Wismer, John Anderson, B.A.
Gibbard, Alex. Hanna, B.A.	Reid, Joséph, B.A., LL.B.	Whitney, W. A., B.A.
Hogarth, Geo. Henry, B.A.	Smith, Arthur Henry, B.A.	Wilson, John, B.A.
Hamilton, James Reid, B.A.		Waugh, John, B.A.

4. Names of Persons who have Qualified as High School Assistants.

Allen, Thomas G., M.A.	French, Fred. William, B.A.	Macnamara, Francis Robt., B.A.
Bellamy, Wesley.	Gill, James, B.A.	Nugent, Wilbur Wilkes.
Bell, Walter N.	Hull, Gordon Ferrie.	Odell, Nettie.
Beattie, Henry.	Kilmer, Ernest Elgin.	Phelps, Frances G.
Clayton, Adelaide H. R., B.A.	Krick, Philip H.	Pearson, Alexander.
Campbell, Alexander, B.A.	Locheed, Lachlin Truman, B.A.	Potts, Helene E. F.
Carstairs, John Stuart.	Latimer, Charlotte.	Pugsley, Edmund, B.A.
Cocke, John, B.A.	Lang, Augusta Edward, B.A.	Patterson, Wm. John, B.A.
Cowley, Robert Henry.	Lennox, Mary, B.A.	Robson, Jessie Holmes, B.A.
Curle, William, B.A.	Mitchell, Geo. Winter, B.A.	Skinner, Clara C.
Campbell, Calvin Victor.	Murray, Robert W.	Stevenson, Louis, B.A.
Clark, Luther J.	Mills, John Hudson, B.A.	Schofield, Wm. Henry, B.A.
Copland, James S., B.A.	Moran, John M.	Stephenson, Lionel Berford, B.A.
Drope, Wm. John, B.A.	Messmore, Franklin, B.A.	Stewart, Etta Murray, B.A.
Eastwood, Ida Gertrude, B.A.	McNicol, James, B.A.	Seymour, Wm. Fred.
Evans, Wm. Edwin.	McClement, Wm. Thos., M.A.	Tremeer, James, B.A.
Ferguson, Wm. Chalmers, B.A.	McGee, Cyril Houghton, B.A.	Waugh, John, B.A.
Farrell, Thos. Henry, B.A.	McIntosh, Angus.	Woods, Emma O.
Fenton, William J., B.A.	McKay, Donald, B.A.	

5. Number of Public School Teachers' Certificates.

Third, Second and First Class.	Male.	Female.	Total.
Third Class, as per County Model School Report (page 82)..	426	714	1140
Second Class :			
From Ottawa Normal School.....	60	96	156
" Toronto "	52	193	245
First Class	27	19	46
Total	565	1022	1587

District Certificates.

County or District.	Number of Candidates.	Number who obtained Certificates.
Algoma	37	27
Frontenac	47	32
Haliburton.....	16	11
Parry Sound	48	39
Prescott and Russell	75	55
Renfrew	.....	28

6. List of Provincial Certificates Granted by the Education Department.

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Allen, Edith	.....	I	Carveth, Flora A.	.....	I
Anderson, Jessie W.	.....	I	Coates, Mary E.	.....	I
Anderson, Belle	.....	I	Crowe, Emily	.....	I
Annis, Claire	.....	I	Cruickshank, Jennie	...	I
Allen, Mary E.	.....	I	Currie, Jessie C.	.....	I
Arbuckle, Jacob Lewis	.....	I	Caspell, Edmund	.....	I
Aird, Nellie.	.....	I	Collison, Geo. Wallace	.....	I
Amey, Nellie Victoria	.....	I	Conn, Henry	.....	I
Andrews, Robert T.	.....	I	Connolly, Wm. Joseph	.....	I
Airth, Douglas	.....	I	Conners, Geo. Wellington	.....	I
*‡Aikman, Lillian M.	.....	I	Carscadden, Robt. Howard	.....	I
Abel, Josephine	.....	I	Caldwell, Helen.	.....	I
Arner, Augusta	.....	I	Campbell, Annie May	.....	I
*‡Atwood, Albert Edward	.....	I	Casselman, Salena	.....	I
Alexander, Priscilla	C	I	Connell, Cath. A.	.. . .	I
Anderson, Henrietta	C	I	Couch, Ida G.	.....	I
Armstrong, Geo. Henry	C	I	Crossley, Violet	.....	I
			Crummy, Cynthia L.	.....	I
Baynton, Austin	.....	I	Cowen, Robt. H.	.....	I
Bradley, Chas. John	.....	I	Chamberlain, Cath	.....	I
Barker, Rachel	.....	I	Cooey, Jennie	.....	I
Beattie, Isabella Jessie	.....	I	Campbell, Caroline.	.....	I
Beckett, Alice M.	.....	I	Campbell, Mary Ella	.....	I
Binnie, Helen	.....	I	Campbell, Ida J.	.....	I
Black, Mary	.....	I	Carroll, Gertrude Mrs.	.....	I
Blake, Sara	.....	I	Creighton, Letitia	.....	I
Brodie, Christina E	.....	I	Coleman, Mary E.	.....	I
Brodie, Mary A	.....	I	Cook, Elizabeth	.....	I
Beingessner, Bernard	.....	I	Cornwell, Martha E.	.....	I
Black, Wm. Hamilton	.....	I	Chisholm, Elizabeth	.....	I
Boyd, Ezekiel A	.....	I	Cameron, James Geo	.....	I
Brown, Samuel G	.....	I	Case, James	.....	I
*Burton, Robert	.....	.....	Cairnes, Mary	.....	I
Blair, Eliza Jane	.....	I	Carroll, Harriet	.....	I
Bowerman, Lucy	.....	I	Clark, Minnehaback A.	.....	I
Bowerman, Mary Eliza	.....	I	Christie, Emily E.	C	.....
Brennan, Catharine	.....	I	Campbell, Mary R. T.	C	.....
Buchner, Henrietta L.	.....	I			
Bureau, Isabella G	.....	I	Dales, Ferdinand A.	.....	I
Ball, Eliza J	.....	I	Dell, Mary	.....	I
Bastedo, William	.....	I	Diment, Mary E. T	.....	I
*Bailey, Annie	.....	I	Donaldson, Jessie	.....	I
Billing, Frances	.....	I	Doyle. Annie M.	.....	I
Botsford, Julia	.....	I	*Duncan, Annie B.	.....	I
Black, Mary	.....	I	Dundass. Agnes	.....	I
Black, Sarah M.	.....	I	Davis, Mable E.	.....	I
Boyd, Mary J.	.....	I	Dames, Annie.	.....	I
Bryans, Mary Henderson	.....	I	Demorset, Emma	.....	I
Brasier. Emily A.	.....	I	Drysdale, Margaret	.....	I
Bean, Harry Redford	.....	I	Dobbie, Isabella E.	.....	I
Black, Roderick W.	.....	I	Davidson, Jessie E.	.....	I
Brauder, Henry	.....	I	Dudgeon, Margaret A.	.....	I
Brownscombe, Fred. J.	.....	I	Darrach, John	.....	I
Burke, William	.....	I	Dames, Eva.	.....	I
Barry, Eliza Jane	.....	I	Donald, Alice Maud	.....	I
Buchner, Mary Sarah	.....	I	Donald, Bella	.....	I
Boyd, Annie A.	C	.....	Drummond, Edith R	.....	I
Byam, Frances P.	C	.....			
Brick, William	C	.....	Edwards, Lydia.	.....	I
Barr, Janet	C	.....	Ely, Emma	.....	I
			Emmons, Bertha Royce	.....	I
Charlesworth, Joseph E.	.....	I	Ettinger, John George	.....	I
Cameron, Minnie	.....	I	Egan, Annie	.....	I
Campbell, Mary R. T.	.....	I	Ede, Arthur Geo	.....	I

*Honors. ‡Medallist.

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

NAME.	GRADE. First Class.	GRADE. Second Class.
Elliott, Margaret M.		I
Errett, Maud		I
Elmslie, Emily		I
Easterbrook, Annie J		I
Edwards, Clarence B	C	
Farr, Emma		I
Field, Mary C		I
Fisher, Maria		I
Ford, Esther Florence		I
Fraser, Minnie B		I
Finch, Grace G		I
Finney, Ida		I
Freer, Louise		I
Ferguson, William A		I
Ferrier, Frances A		I
Flemming, Minnie		I
Fitzsimmons, Edith Helen		I
Fuller, Elizabeth Annie		I
Fennell, Kezia		I
Galbraith, William J	B	
Gardner, Albert Edgar		I
Gilleland, Loftus J		I
Green, Arthur E		I
Gordon, Wilhelmina Jane		I
Gordon, Alice Brand		I
Graham, Ella S		I
Gee, Wm. Henry		I
Gormley, John		I
Gowan, Thomas		I
Gerow, Francis		I
Gillogly, Isabella		I
Greaves, Selina		I
Gregory, Sara Ellen		I
Garthwaite, Charles A		I
Groat, Frank J		I
Godwin, Emily M		I
Garrow, Mary M		I
Grant, Beatrice		I
Gibson, Robert D		I
Giles, Edith	C	
Hallett, Wm. John	B	
Hansel, James Nelson		I
Houser, John		I
Haigh, Lily		I
Haliday, Minnie		I
Hall, Martha Crawford		I
Hardstaff, Mary		I
Henderson, Nettie		I
Hepburn, Annie M		I
Hislop, Jean		I
Hull, Emily Janet		I
Harcus, Geo. Wesley A		I
Handy, Ida		I
Hargrave, Kathleen G		I
Houlehan, Sarah		I
Hansford, Walter James		I
Hagarty, Laura		I
Hislop, Martha L		I
Harrison, Mary E		I
Henderson, Julia		I
Hynes, Lillie		I
Hayes, Charles		I
Harkness, Olive Mary		I
Harton, Charles	C	
Hughes, Francis W	C	
Heinricks, Isaac S	C	
Irwin, Mary Louisa		I
Ingersoll, Lily F		I
Irving, Robert		I
Johnston, Bessie		I
Johnston, Jessie		I
Jamieson, George B		I
Jarvis, Angela		I
Jamieson, Rosina J		I
Johnston, Amelia		I
Jordan, Alex. A	C	
Kirkman, Barbara Mrs	A	
Kaiser, Jesse B	B	
Kerr, John A		I
Keay, Nellie H		I
Kleiser, Clara A		I
Kynack, Elizabeth		I
Kane, Stella M		I
Kennedy, Agnes C		I
Kerruish, Minnie H		I
Kilgour, Mary M. J		I
Kilgallin, John		I
Kingsburry, Duncan A		I
Keys, Elizabeth		I
King, Isa		I
Lent, David Harman	A	
Lazier, Donald		I
Livingston, Jennie		I
Lough, Harriet		I
Littlejohn, Joseph E		I
Lawson, Maria		I
Lees, Helen F		I
Lipsey, Jennie		I
Lloyd, Louisa		I
Lackie, Elizabeth		I
Longwell, Ella		I
Lackey, Jacob A		I
Lahy, Patrick		I
Lowery, John Henry		I
Lawrence, Neva L		I
Lownsbury, Survilla		I
Marty, Aletta E	B	
Mercer, Wm. Henry		I
Maw, Louisa		I
Morris, Mabel		I
Murray, Anna		I
Mathews, Henry		I
Madden, Jennie		I
Marr, Mary Ruthena		I
Miller, Eva Rosetta		I
Milsop, Susannah		I
Moore, Margaret		I
Morris, Nellie		I
Morgan, James W	B	
Mitchell, Bella Jane		I
Morgan, Joseph		I
Moynahan, John		I

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

NAME.	GRADE. First Class.	GRADE. Second Class.
Martin, Clara		I
Mathieson, Margaret		I
Mills, Edith B. B		I
Meyer, James E	C	
Murray, Elizabeth	C	
Murray, Mary Louise	C	
McGregor, P. C	A	
McKechnie, John Gray	A	
McPhail, Alex. C	B	
McCormack, John		I
McDougall, Thos. A		I
McKelvie, Angus		I
McCorvie, Catharine		I
McFarlane, Margt. R		I
McGregor, Alice M		I
MacKenzie, Arabel		I
McLenaghan, Harriet E		I
McPherson, Isabella S		I
McPherson, Tena		I
McRae, Mary K		I
McWilliams, Jessie		I
McPherson, Wm. Herbert		I
MacColl, Marian L		I
MacDonald, Catharine		I
McGregor, Mary E		I
McIntyre, Cath. H		I
McIntyre, Mary M		I
McLaren, Margt		I
McLean, Janet R		I
*‡McPherson, Margt		I
McTaggart, Gerrard		I
McClelland, Homer B		I
McCallum, Wellington		I
MacKay, Agnes		I
MacDonald, Adell		I
MacPherson, Cath. J		I
McCorvie, Amelia		I
*MacMurchy, Marjory J		I
*Macklin, Alfred, H		I
McIntyre Nicol		I
McNabb, Joseph		I
McLeod, John		I
MacKay, Jean		I
McCloy, Sara		I
McEwen, Catharine		I
McGillicuddy, Margaret A		I
McIlquham, Mary		I
MacLean, Allen E	C	
Nash, Annie Maria		I
*Naismith, Janet		I
Neeve, Maria H		I
Northcott, Ephraim		I
O'Day, John		I
Overholt, Ella R		I
Overholt, Emma		I
O'Gorman, Margaret		I
*Ott, Minne E		I
Pearen, Frederick	B	
Pierce, Alice		I
Patterson, Elizabeth		I
Patterson, Margaret B		I
Pettigrew, Bella		I
Prendergast, Joseph		I
Paisley, Lydia F		I
Park, Belle Currie		I
Pattison, Jennie M		I
Pococke, Florence		I
Pyper, Mary Stuart		I
Pook, Margt. Ellen		I
Pattison, Frank Lewis		I
Playford, Benjamin		I
Pook, Annie	C	
Putman, John Harold	C	
Parlee, Edith	C	
Rice, John	B	
Reid, William		I
Rivers, John Henry		I
Ross, James A		I
Roberts, Lillie A. V. C		I
Rodgers, Jean		I
Ross, Barbara Ann		I
Rowson, Alice Rebecca		I
Russell, Cath. McL		I
Ryan, Eva Jeanette		I
Redmond, Nellie		I
Reid, Joseph	A	
Rice, Alfred		I
Russell, Elizabeth		I
Raycroft, Mary N		I
Reid, Mina H		I
Richmond, Catharine		I
Reazin, Elizabeth T		I
Roberts, James M		I
Robertson, Gilbert M		I
Richardson, Lucy E		I
Ross, Elizabeth		I
Reid, Thomas A	C	
Rose, Bertha	C	
Reynolds, Aaron K	A	
Shoff, Henry A		I
Scott, Edwin		I
Sheppard, Edward		I
Scales, Annie E		I
Serviss, Adah L. A		I
*Shoults, Bertha M		I
Simpson, Lulu		I
Sinclair, Jennie		I
Sinclair, Mary E		I
*‡Smith, Fannie E		I
Smith, S. Bell		I
Stalwood, Matilda		I
Sager, David		I
Smith, David		I
Sutcliffe, Jacob F		I
Sanderson, Annie Alice A		I
Simson, Agnes G		I
Smith, Martha		I
Stanley, Harriet J		I
Stephenson, Barbara		I
*Sullivan, Annie		I
Snell, Byron		I
*Snell, R		I
Smith, Eli Victor		I
Smith, Annie C		I
Smith, Susan E		I

*Honors. ‡Medallist.

List of Provincial Certificates.—*Continued.*

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Sharman, Alice R	.....	I	Urmy, Albert W	.....	I
Shepard, Helen N	.....	I	Ullyot, George M	.....	I
Shepherd, Nellie L	.....	I	Urquhart, Alexina S	.....	I
Spark, Sophie	.....	I	Voaden, John	.....	I
Stephenson, Jennie M	.....	I	Vercoe, Gertrude	.....	I
Stuart, Alice M	.....	I	Vokes, Emerson	.....	I
Sutherland, Margaret	.....	I	Warren, Herman E	B	.....
Swanzey, Margaret	.....	I	Weidenhammer, Frederick	.....	I
Steckley, Sarah	.....	I	Weidenhammer, William	.....	I
Seegmiller, Melvin	.....	I	Wade, Annie E	.....	I
Shier, James W	.....	I	Waldren, Harriet	.....	I
Spence, John C	.....	I	Walker, Sophia Jane	.....	I
Stewart, John G	.....	I	Walker, Susan E	.....	I
Shaver, Elma	.....	I	Wegenast, Laura	.....	I
Sheppard, Eliza	.....	I	Wilkinson, Eva E	.....	I
Sherritt, Amelia T	.....	I	Wray, Elizabeth A	.....	I
Skelton, Minnie	.....	I	Wright, Elizabeth	.....	I
Steacy, Isabella A	.....	I	Walker, Jessie	.....	I
Stevenson, William J	C	.....	Winnett, Violet	.....	I
Stephens, John	C	.....	Whyte, Eleanor C	.....	I
Smith, Margaret	C	.....	Ward, William	.....	I
Thompson, Annie	.....	I	Watt, William	.....	I
Templar, Wm. Francis	.....	I	Whiting, Fred. Wm. T	.....	I
Toner, John F	.....	I	Walton, Elizabeth	.....	I
Thompson, Nancy	.....	I	Williams, Florence E	.....	I
Tuller, Fredericka Elizabeth	.....	I	Williams, H. Sophia	.....	I
Tasker, Elizabeth	.....	I	Wilson, Caroline L. E	.....	I
Templar, John H	.....	I	Wilson, Cath. Anne	.....	I
Torrance, Andrew	.....	I	Wiley, Eva M	.....	I
Turner, William S	.....	I	Westman, Catharine	.....	I
Taylor, Mary Lydia	.....	I	Weegar, Sarah	.....	I
Trolley, Eliza A	.....	I	Williams, Jane R	.....	I
Todd, John V	.....	I	Williams, Mary	.....	I
Tremells, Isaac J	.....	I	Workman, Annie J	.....	I
Tenney, Vina V	.....	I	Wilson, Margaret	C	.....
Thompson, Cath. Susan	.....	I	Whitmore, Rachel	C	.....
Taylor, John	C	.....	Young, John	.....	I
Thomas, Louy	C	.....	Young, Edith Bishop	.....	I

7. Kindergarten Certificates.

Directors.

Brackenridge, Hannah.	Given, Helen.	Readman, Edith.
Beadle, Susan.	Grant, Helen.	Rose, Martha.
Bedwin, Maud.	Heakes, Hannah.	Stone, Maud.
Downs, Lena A.	Howard, Caroline.	Smith, E. Scott.
Darcy, Theresa.	Johnstone, Lily.	Wiley, Annie.
Fraser, Annie.	Malcolmson. Elizabeth.	Walton, Helen.
Furnivall, Blanche.	McMullin, Annie.	Warner, Minnie.
Furnivall, M. Louise.	Mackenzie, Lu P.	

Assistants.

Anderson, Willa.	Kennedy, Aunette.	Small, Alice.
Alexander, Isabel.	Ketchum, Annie.	Smith, Annie M.
Angus, Elizabeth R.	Kennedy, Jennie.	Thompson, Lily.
Bland, Minnie.	Little, Mrs. Sarah.	Wickens, Edith.
Bell, Margaret.	Martin, Essie.	Westman, Hulda.
Coplestone, Elizabeth.	McBrine, Rebecca.	Wing, Harriet.
Dowey, Annie E.	Roy, Rosie.	Warner, Ella.
Dawkins, Ada.	Ramsay, Nina.	Warren, Mabel.
Dunn, M.	Stalker, Emma.	Will, Gertrude.
Donovan, Alice.	Siddall, Lilly.	Wilkes, Cybella.
Field, Catharine.	Stocks, Jessie.	Wiley, Bessie.
Flewelling, Ada.	Sinclair, Christina.	Wilkinson, Ida M.
Glover, Bella.	Smythe, Charlotte.	Young, Emma.
Hope, Mary.		

8. Summer Classes.

The following received Certificates of attendance at the classes in

1. Zoology.

Bell, John J.
Breuls, Ira D.
Burns, William.
Bewell, Henry.
Burgess, J. A.
Birchard, A. F.
Cole, J. M.
Chapman, W. T.
Casselman, Allen C.
Corkill, Edw. James.
Chisholm, W. J.
Connolly, John.
Caverhill, A.
Clark, J. C.
Davis, John S.
Davidson, Allan.
Dippel, M. G.
Fitzgerald, Eliza S.
Furlong, Thos. H.
Foster, Jessie.
Gundry, Arthur P.
Gourlay. ——
Hicks, David.
Harrison, Chas. W.
Halliday, Harry.
Halls, Samuel P.
Henderson, M. E
Hume, Nettie A.
Jewett, Arthur E.
Johnston, Hugh D.
Jamieson, Thomas.
Kirkconnell, Thomas.
Lochead, William.
Lees, Richard.
Lennox, John.
Moran, John M
Metzler, Wm. Henry.
Morgan, James W.
Markle, Jacob Hiram.
Meade, Robert.
Mackay, R. B.
MacLean, Goodwin V.
McMillan, James A.
McClement, T.
Oliver, William.
Panton, Jessie.
Potter, C.
Reavley, Albert, W.
Revell, Daniel G.
Rees, L.
Robson, J. G.
Sherrin, Frederick.
Smith, Arthur Henry.
Smith, Wilson, R.
Smith, James H.
Sills, William R.
Stevenson, Miss S.
Store, George.
Simmons, J.
Turner, John Burgess.
Wilson, William.

2. Music.

Anderson, Ella A.
Bower, Cassie.
Bower, Emma.
Dick, John H.
Frost, F. H.
Falconer, William J.
Gilfillan, James.
Harding, Alice.
McColl, Flora.
Peake Maggie.
Saigeon, H. J.

9. Temporary and Extended Certificates Issued during 1889.

Counties.	Temporary Certificates authorized by the Minister of Education during the year 1889.	Third Class Certificates extended by the Minister of Education during the year 1889.
Bruce		3
Dundas	1	
Elgin		4
Essex	13	5
Glengarry		1
Grenville, Leeds		1
Grey	2	5
Hastings	1	1
Kent	3	5
Lambton	1	
Lincoln		1
Norfolk	3	3
Northumberland	3	2
Ontario		1
Peel	1	1
Perth	1	
Peterboro'	2	1
Simcoe	1	7
Victoria		3
Welland		7
Wellington		2
Wentworth		8
York	3	2
Districts	14	2
Eastern Ontario, R.C.S.S.	33	3
Western " "	5	3
Total, 1889	87	71
" 1888	104	63
Decrease, 1889	17	
Increase, 1889		8

Of those receiving Temporary Certificates in 1889, 52 had previous experience in teaching.

Of the 71 teachers whose Third Class Certificates were extended, 7 had attained Second Class non-professional standing. The periods of previous service were :—

Three years and under	35
Four to six years	11
Seven years and over	25
	71

APPENDIX H.—*SUPERANNUATED TEACHERS.*

(CONTINUED FROM LAST REPORT.)

(1) *Allowances granted during 1889.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.
				$ c.
853	John McClinton	61	36	216 00
854	Richard Lewis	75	31	206 00
855	John Phillips	61	29	194 00
856	Mary Jane Bates	45	11	77 00
857	Martin Gill	63	29½	196 50
858	John F. Yates	55	30	180 00
859	Helen MacDonald	49	25	170 00
860	Saxon Washburn	42	18½	111 00
861	*W. S. Howell	44	23½	158 50
862	*Donald McLeay	47	25	173 00
863	*N. L. Holmes	67	24	168 00
864	*Glenholm Garrett	60	31	202 00
865	*Wm. Stiver	59	14	98 00
866	*Edmund T. Hewson	56	21	146 00
867	*Geo. Strauchon	76	43	301 00
868	*Harriet Graham	44	26½	159 00
869	*W. H. P. Carter	48	21½	150 50
870	*Kessack, Jane	51	28	196 00
871	*Evans, Geo. T	59	35½	248 50

*First payment commences with 1890.

(2) *Summary for Years 1878 to 1889.*

Year.	No. of Teachers on List.	Expenditure for the Year.	Gross contributions to the Fund.	Amount refunded to Teachers.
		$ c.	$ c.	$ c.
1878	339	41,318 95	13,767 12	1,591 64
1879	360	43,774 50	14,064 84	2,237 79
1880	391	48,229 13	15,816 45	3,252 92
1881	399	49,129 83	14,197 75	2,872 13
1882	422	51,000 00	13,501 08	3,660 10
1883	422	51,500 00	12,515 50	3,763 01
1884	443	54,233 93	15,802 50	4,037 59
1885	423	55,003 09	11,525 50	10,593 30
1886	440	58,791 37	18,095 29	6,046 05
1887	454	58,295 33	1,489 90	3,815 80
1888	472	58,290 00	1,700 25	3,588 97
1889	457	60,365 00	1,490 77	1,998 44

(3) *Teachers who withdrew their Subscriptions from the Fund during 1889.*

Counties.	*No.*	*Counties.*	*No.*
Glengarry	1	Wentworth	2
Stormont	1	Brant	1
Dundas	2	Norfolk	1
Prescott and Russell	1	Oxford	4
Carleton	4	Waterloo	4
Grenville	1	Wellington	4
Leeds	1	Dufferin	1
Lanark	2	Grey	8
Frontenac	1	Perth	2
Prince Edward	2	Huron	5
Hastings	1	Bruce	4
Northumberland	2	Middlesex	2
Durham	5	Kent	5
Peterborough	1	Lambton	1
Victoria	2	Essex	1
Ontario	2	Parry Sound	1
York	2	Nipissing	1
Peel	1		
Simcoe	6	Total	85

APPENDIX I.—*INSPECTION OF SCHOOLS.*

1. Public School Inspection.

(1) *List of Inspectors.*

Name.	Jurisdiction.	Post Office.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alex. McNaughton	Stormont	Cornwall.
Arthur Brown	Dundas	Morrisburg.
William J. Summerby	Prescott and Russell	Russell.
Odilon Dufort (Assistant)	" "	Curran.
Archibald Smirle	Carleton	Ottawa.
William Johnston	Leeds, No. 1	Athens.
Robert Kinney, M.D.	" No. 2	Brockville.
Rev. Geo. Blair, M.A.	" No. 3 and Grenville	Prescott.
Frank L. Michell, M.A.	Lanark	Perth.
Robert George Scott, B.A.	Renfrew	Pembroke.
Wm. Spankie, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington	Napanee.
William Mackintosh	North Hastings	Madoc.
John Johnston	South Hastings	Belleville.
Gilbert D. Platt, B.A	Prince Edward	Picton.
Edward Scarlett	Northumberland	Cobourg.
Wm. E. Tilley, M.A.	Durham	Bowmanville.
James Coyle Brown	Peterboro'	Peterboro'.
Charles D. Curry, B.A.	Haliburton	Minden.
James H. Knight	East Victoria	Lindsay.
Henry Reazin	West Victoria	Linden Valley.
James McBrien	Ontario	Prince Albert.
A. B. Davidson, B.A.	North York	Newmarket.
David Fotheringham	South York	Toronto.
Allan Embury	Peel	Brampton.
Rev. Thomas McKee	South Simcoe	Barrie.
James C. Morgan, M.A.	North Simcoe	Barrie.
Isaac Day	East Simcoe and Muskoka	Orillia.
J. Scott Deacon	Halton	Milton.
Joseph H. Smith	Wentworth	Ancaster.
Michael Joseph Kelly, M.D.	Brant	Brantford.
James B. Grey	Lincoln	St. Catharines.
James H. Ball, M.A.	Welland	Thorold.
Clarke Moses	Haldimand	Caledonia.
Thomas O. Steele,	Norfolk, N.	Simcoe.
J. J. Wadsworth, M.A., M.B.	Norfolk, S.	Simcoe.
William Carlyle	Oxford	Woodstock.
Thomas Pearce	Waterloo	Berlin.
David P. Clapp, B.A.	North Wellington	Harriston.
J. J. Craig	South Wellington	Fergus.
Nath. Gordon	Dufferin	Orangeville.
Thomas Gordon	West Grey	Owen Sound.
Andrew Grier	East Grey	Thornbury.
N. W. Campbell	South Grey	Durham.
William Alexander	Perth	Stratford.
John Elgin Tom	South Huron	Goderich.
Donald McG. Malloch	North Huron	Clinton.
W. S. Clendening	East Bruce	Walkerton.
Alexander Campbell	West Bruce	Kincardine.
John Dearness	East Middlesex	London.
H. D. Johnson	West Middlesex	Strathroy.
Welbern Atkin	Elgin	St. Thomas.
Rev. W. H. G. Colles	East Kent	Chatham.
Wilmot M. Nichols, B.A.	West Kent	Blenheim.
Charles A. Barnes, B.A.	Lambton, No. 1	London.
John Brebner	" No. 2	Sarnia.
Theodule Girardot	Essex, No. 1	Sandwich.
David A. Maxwell, LL.B.	" No. 2	Amherstburg
Donald McCaig	District of Algoma	Collingwood.
Rev. George Grant, M.A.	Districts of Nipissing and Parry Sound	Parry Sound.

List of Inspectors—Continued.

Name.	Jurisdiction.	Post Office.
Rev. R. Torrance	City of	Guelph.
W. H. Ballard, M.A	"	Hamilton.
W. G. Kidd	"	Kingston.
J. B. Boyle	"	London.
John C. Glashan	"	Ottawa.
John McLean	"	St. Thomas.
James L. Hughes	"	Toronto.
Rev. A. McColl	Town of	Chatham.
C. W. Chadwick	" Forest	Stratford.
Rev. James Gordon, M.A	"	Niagara Falls.
Rev. S. H. Eastman	"	Oshawa.
William E. Tilley, M.A	" Peterboro'	Bowmanville.
Thomas Hilliard	"	Waterloo.
Richard Harcourt, B.A., M.P.P	" Thorold and Welland	Welland.
J. C. Patterson, M.P	"	Windsor.

Note.—Other cities and towns are under the jurisdiction of the Inspectors of their respective districts.

Separate School Inspectors.

James F. White, Toronto.
Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.
John Seath, B.A., Toronto.

Inspector of Normal Schools and Director of Teachers' Institutes.

James A. McLellan, LL.D., Toronto.

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(2) *Extracts from Reports of Public School Inspectors.*

County of Brant.

Extract from Report of M. J. Kelly, M.D., Inspector.

It is a current proverb that "familiarity breeds contempt," or, as the French phrase it, "no man is a hero to his own *valet de chambre.*" This applies to things as well as persons. Now the public is so familiar, or thinks itself so familiar—which is much the same thing—with elementary schools and elementary school work, that it hugs itself with the delusion that what it does not know about these subjects is not worth knowing. The truth is, that this question of education, in all its parts and phases, is not only one of the most important, but it is one of the most difficult clearly to understand and wisely to control, of any that can possibly engage the minds of men. How can it be otherwise, when its relations are regarded, involving as these do the Church, the State, the Family, thus permeating the whole framework of society

When it is considered what an amount of friction there must be under such circumstances—the warping influence of prejudice, and passion, and party—it is marvellous to note how smoothly the machinery necessary for the proper administration of educational affairs, moves on from year to year. An occasional jar there may be—indeed there is—at the centre, but it rarely affects the extremities. In this county, at all events, it is not noticeable, or if so, I have failed to notice it. Apathy there may be sometimes—a flagging of interest, and a disposition to engage cheap teachers of a low grade, in order to keep the rates down, and this too in rich sections, where cases have occurred of trustees being selected solely with this end in view; but, happily, before they had been long in office their opinions changed; they became converts to a wiser and more liberal policy, or they silently submitted to the will of the majority. It is occasionally urged that when the attendance of a school happens to be small, say thirty or under, a cheap teacher would do, though the section may be well able to pay a good salary. Here the fact, too often observed, is entirely overlooked, viz: that the cheapest teacher is frequently the dearest in the end. On this score, however, there is not much to complain of in this county. On the contrary, it is found that where a teacher has made a reputation for himself in a a school—has excited an intelligent interest in the minds of his pupils and their parents in the school work, and given the school a good name abroad—there is no inclination manifested to dispense with his services for those of an inferior and cheaper instructor, but a strong desire to retain them and to appraise them suitably. A good many changes had been made in the *personnel* of the teaching staff of the county at the close of the previous year, with the usual varying results. No trouble during the year calling for serious comment. The Trustees of School Section No. 4, Brantford, have erected a fine brick school house with basement, in lieu of their old unsightly tenement, at a total cost of about $2,400. In several other sections new seats and desks have been provided. Two new sections adjacent to the City of Brantford have been formed, and are designated School Sections 3 and 14, Township of Brantford. It is expected that the school houses in these new sections will be ready for occupation immediately after the midsummer holidays.

I.—*Attendance.*

The attendance, though comparing favorably with that of other counties, is not what it should be. The percentage has fallen off in Oakland since last year; has improved 10 per cent. in Onondaga; slightly improved in Brantford Township; is stationary in Burford; and nearly so in Paris and South Dumfries.

II.—*Teachers' Certificates and Salaries.*

The number of teachers employed in the rural schools, 70. Holding first class certificates, 2; second class, 29; old county board, 3, and third class, 36. 31 had graduated from a Normal School. A few years ago we had four or five first class teachers; but most of this grade have now retired from the profession, being supplanted by cheaper teachers from the County Model Schools. The highest salary paid a male teacher was $600; the average for males, $444. The highest salary paid a female teacher was $400; the average for females, $299. The number of rural schools and departments was 70; all open during the year an average of 209 days.

III.—*Classification, Studies, etc.*

All were engaged in the study of writing, arithmetic, reading, spelling and geography. Drawing is now generally taught in the schools, and in some it is very well taught. The penmanship is improving, as is shown by the papers of the entrance examination. This, with reading and arithmetic, should constitute the nucleus of all school work; and hence these are the subjects that call for constant and special attention. Now when "methods" are so much the rage, and when teachers of all grades are expected to have some acquaintance with them, the teaching should be much better than it was a few years since. In this county, however, the best teachers with the best methods are those who have gradu-

ated from a Normal School, and have been some years in the profession, though occasionally one does meet with a born teacher to whom the gift of instruction comes, as it were, by intuition.

IV.—*County Model School.*

This school opened with an attendance of seventeen. The departmental examination papers last midsummer had a salutary effect throughout the Province in diminishing the attendance at these institutions, and in thus preventing the teaching profession from being overrun by inexperienced youngsters. The Departmental Inspector visited and examined the school near the end of the session, and the County Inspector visited it several times, and finally examined all the candidates in practical teaching. The papers were examined and valued by Mr. Angus McIntosh, head master of the Provincial Model School, Toronto, and the County Inspector. A number of the successful candidates failed to secure schools, and two or three, to keep them when secured; others are doing very well.

V.—*Indian Schools.*

The schools on the Tuscarora Reservation were inspected twice during the year. These are now thirteen in number, a new one having been recently erected near Beaver's Corners for the accommodation of the south-eastern angle of the reserve. A change of teachers took place at midsummer at Strong's School, the new incumbent being Miss Russell, a graduate of the Mohawk Institute. The management and progress of these schools are generally satisfactory, and the equipment of the several school rooms—the Red Line, Thomas's, the Stone Bridge and Mississauga schools excepted—fair.

VI.—*Brant County Teachers' Institute.*

The Department fixed the 7th and the 8th of June as the days for holding the Institute in this county, in 1888. As the Inspector was called away to Toronto on other departmental service during these days, he was, of course, unable to be present. Mr. Wm. Houston, M.A., Parliamentary Librarian, Toronto, was appointed by the Minister of Education to conduct the Institute. The membership exceeds in number 100, and the attendance has hitherto been satisfactory. Connected with the Institute is a professional library of about 450 volumes, and a large number of educational journals, Canadian and American. The use of these is free to all teachers.

VII.—*County Uniform Promotion Examinations.*

These examinations were instituted here eleven years ago, with a view to the better classification of our rural schools. They are usually held in March, near the close of the winter term. The papers are printed and distributed, with printed rules and regulations, to the rural school. Heretofore the papers were prepared by the Inspector; but this year the experiment has been tried of having them prepared by teachers connected with the Collegiate Institute and Public Schools of Brantford, whose names appear on them as examiners. How well or ill the experiment has succeeded is not yet manifest. Each teacher examines the answers of his own school. If this work be properly done, the advantages of such an examination cannot be over-estimated.

VIII.—*School Libraries.*

The establishment of Public School Libraries has been the aim of our school authorities for many years back. Mr. Gavin Fleming, of Glenmorris, about fifteen or sixteen years ago—being at that time representative in the Commons for the North Riding of the County—made an offer of $10 to every school section in his constituency which would contribute as much more for this purpose. A goodly number took advantage of this offer, either to found or supplement their libraries. At that time the Depository was in existence, and 100% was allowed on all books purchased there for school libraries. It was during that period that most of our largest and best libraries were purchased. These

are generally pretty well cared for, but some, I regret to say, have been suffered to go to ruin. This is the case in Princeton and Burford Village Schools particularly, and is no doubt due to the culpable negligence, not of the present, but of former teachers. The presses are left without lock or key, and the books when given out are not looked after properly and got in again. When remonstrated with on this state of affairs, the teachers often throw the blame on the trustees, and in one instance I know, rightly. It is not necessary to enlarge on the importance and advantages of school libraries in this age of the world's history, or to urge that they be properly cared for and maintained.

City of Brantford.

The salaries are below the average of those of the cities and towns of Western Ontario, omitting Toronto. I believe the Board intends early in the coming year, to reconsider the question of salaries, when they will probably be based on the average of those already referred to. The average in Brantford for male teachers, is $850 ; for females, $307. The Kindergarten School opened here after the midsummer holidays, under the supervision of Mrs. Wylie, who holds a first class provincial certificate, and has had considerable experience in the Kindergarten schools of Chicago. Her salary is $600 per annum, and she has four assistants, whose services are given gratuitously. The school is held on the first floor of the western wing of the Central School, in a spacious room well lighted and properly equipped for the work. At first there was quite a rush of the infantile community to the classes, but the novelty seems to have passed, and there is less enthusiasm manifested now. Sergeant-Major Barbour is the Drill Master, and Professor Callendar the Musical Instructor in the Public Schools of the city, and both give very good satisfaction. The Buildings and Grounds Committee attends to its duties assidiously, and the result is few places equal Brantford in the attractiveness of its school premises.

Town of Paris.

The High and Public Schools of Paris are progressing favorably in spite of changes in the staff of the latter. The loss of Miss Emily Spencer is a serious one, but Miss Bursnall, who takes her place, is a teacher of experience. Singing, which had been taught by a lady, was dispensed with at the close of the year. The two entrance and promotion examinations held during the year tested the merits of the teaching in these schools, and the results have been very satisfactory. The order, methods, management and progress leave little to be desired.

County of Carleton.

Extract from Report of A. Smirle, Esq., Inspector.

Accommodation.—In this respect there have been great changes during the past five years, and the results are exceedingly satisfactory. We have now in the county 122 schoolhouses, 24 of which are brick, 17 stone, 64 frame or concrete, and 17 log. Many of the buildings are of a superior class, being large, airy and well furnished ; others barely fulfil the requirements of the law; while yet another class fall far below the standard of excellence desirable in the matter of school accommodation. During the current year two new buiildngs have been erected and two more enlarged, and in several sections there has been such a rapid increase of attendance as to make necessary the services of additional teachers.

Yards and outbuildings are in general of a good description, being commodious and well kept ; but this is by no means so universal a state of affairs as to warrant stoppage of all effort at improvement, on the grounds of perfection or possibility.

In some places " Arbor Day " work is beginning to show results, and the sight has given pleasure, but not of so keen a character as to preclude the possibility of one's being better pleased through continued and greater efforts toward beautifying school grounds,

and towards the cultivation of a taste for beauty and neatness in the exterior and interior of the school. I regret to say a great many school boards are blind to their best interests in not providing their teachers, even with such small essentials as numeral frames, tablets, etc., while in some cases maps, globes, and even crayons are lacking. These defects can only be remedied through the teacher, who must make it appear to his board that lack of such essentials defeats the object of his employment. I sometimes think it would be well to devote the Government grant to the purchase and repair of outfit exclusively, or to apportion it on a basis of equipment.

Teaching Staff.—During the year 1888 one hundred and thirty-one teachers were employed, and there can be little doubt that the efficiency of the schools is due to their untiring efforts. Judging by the departmental standard—qualification—the staff of '88 is considerably in advance of that of any previous year, consisting as it does of 7 first-class, 41 second, 75 third, and 8 temporary certificates. Of these 42 are Normal-trained, and their work must have, and has, a telling effect upon the schools of the county. The number of "permits" (8) was the lowest ever issued in the inspectorate since the standard of qualification was raised in 1870, and these are granted only where sections are unable to pay a qualified teacher unless by oppressive taxation, or in cases of extreme emergency.

Boards of Trustees.—With few exceptions the trustees of the various sections are most judicious in the expenditure of the funds at their disposal. Although generally inclined to frugality, I find that persistency on the part of the teacher usually has the effect of causing trustees to provide whatever in reason is asked of them.

There is little difference between the salaries paid this year and those paid other years, the average salary for female teachers being about $270 and that for males about $375. The highest salary paid was $600 in S. S. No. 15, Nepean, which up to this year included Rochesterville, now a part of the city of Ottawa; and the highest salary paid in a rural section was $500 paid in No. 9, Osgoode township.

The average of salaries is low, and will continue so as long as teachers underbid one another, and trustees put their schools up at auction, knocking them down to the lowest bidder annually. The lowest offer is rarely the best. A good teacher knows his own value, while a poor one may think only of a year's employment and the wages resultant, beyond which his abilities do not permit him to look; and the difference between these two classes of teachers is shown by the bids they make for a school. In my report to the county council I have suggested that trustees fix salaries before advertising; that they secure personal applications, and that they give greater weight to private letters than to general testimonials, as the latter are often a means whereby a board smooths over the dismissal of a teacher who does not please. Generally speaking, the Normal-trained teacher is to be preferred to those not so trained, although there are many excellent teachers who have only third class certificates. I find in a great many cases that trustees have little regard for that regulation of the department which enjoins upon trustees the necessity of visiting the schools they control, to see the order kept, the work done, and to judge by the progress being made if the money being expended is bringing just return. I am of the opinion that at least a quarterly visit from the trustees should be insisted on, in justice to the teacher and to the people who have delegated to them their interests.

School Sections.—There are, including unions, 135 public school sections in the inspectorate, the assessed values of which vary from $10,000 to $300,000. Although a great majority of these school sections are able to maintain good and efficient schools, we must not loose sight of the fact that by reason of limited bounds and sterility of lands, some of them are unable to carry on educational work, unless by oppressive taxation, with any degree of success. It is a great hardship that while some sections pay but $\frac{1}{4}$ of a cent in the dollar, others in the same municipality pay 2 cents in the dollar; and this discrepancy is found, not in one, but in all townships. It is a matter of regret that the councils of various municipalities do not, by change of boundary, equalize the burden imposed by the maintenance of schools. To be sure the removal of established boundaries

must be approached with great delicacy, but delicacy should not take precedence of justice. If this may not be done, it appears to me but reasonable that in townships where the assessed values of sections differ so widely, advantage should be taken of section 117, Public Schools Act, whereby a Township Council is empowered to tax a municipality, as a whole, to the extent of $100 for each section.

Extension of City Limits.—By the extension of the limits of the city of Ottawa, three of our best schools employing seven teachers, have been taken within the corporation. This however necessitated the opening of a new school at Hintonburgh, which bids fair to rival in dimensions any of those we have lost. At present it employs three teachers, all Normal trained, and although the building was only erected last year, it is now found necessary on account of the rapid growth of this suburb, to enlarge the accommodation. No serious difficulty has arisen in the adjustment of claims against school properties taken into the city, the Ottawa Board having agreed to assume all debts on schools included in recently annexed territory, thus relieving the ratepayers of the Township of Nepean of further liability. Notwithstanding these losses the number of schools remaining in the county for inspection is about the same—132.

Model School.—The Model School for Carleton County was established last year in Richmond, and has since been carried on, though under great disadvantages.

As the school building proved too small, use was made of the town hall while the teachers were in training; but this building being adapted to, and used for other purposes, was found to be very unsuitable. As the Richmond Board did not feel financially able to undertake the enlargement of the school building, much less the erection of a new one, the attention of the County Council was called to the matter, which resulted in securing one annual grant of $300 for five years, to assist the Richmond, or such other Board, as would undertake to provide suitable accommodation for a model school; and in this we have a hope that our model school has at last found a permanent resting place.

This grant was the more readily made in consideration of the fact, that during the last few years, entrance and teachers' examinations have cost the county a mere trifle, and the County Board expenses have been proportionately moderate.

County of Grey—South.

Extract from report of N. W. Campbell, Esq., Inspector.

Trustees' receipts of 1887 are in excess of those of 1888 by $2,852.01. This difference is due perhaps to retrenchment in some townships, but more particularly to the large payments made in Artemesia last year for building, etc. The difference in the statistics of that township alone will almost explain the difference in the total amounts. As might be expected, from a reduction of receipts follows a reduction of payments and balances. The small amounts paid for maps, apparatus, etc., show one of two things, that the schools are already well supplied with these necessaries, or that some trustees are remiss in providing them. Unfortunately, in a good many instances the latter is the case.

Notwithstanding the large number of ladies entering the profession, South Grey shows an increase in the number of its male teachers. This year the excess of male teachers over female is five; last year it was three. Bentinck this year pays the highest salary to a male teacher, and Glenelg the highest to a female. Again Bentinck stands first as paying the highest average salary to its male teachers, while Osprey pays the highest average salary to its female teachers. In these comparisons I have left out Markdale and Dundalk, in each of which only one male teacher is employed. In the whole inspectorate the average salary of male teachers has increased $11, while the average salary of female teachers has decreased by $6. In justice to the lady teachers of

the Inspectorate, this should not be so. I hope the day is not far distant when trustees will see the wisdom of paying female teachers a salary equal to that of males, when they do the same work.

Notwithstanding the large influx of class III teachers into the ranks this year, South Grey still holds its own in the number of class II teachers employed—32 out of the 99 hold II class certificates—26 of these having attended a Normal school. This year no teachers have been employed in South Grey holding old county board certificates, or interim certificates (permits) of any kind. It is expected that our school children shall be educated by the very best professionally trained teachers the different sections can afford to employ.

I may again say that, owing to the over-supply of teachers in the county, I regret having had to refuse some fourteen applications for "permits" for 1889. Now, however, all the schools are supplied for the current year with certificated teachers, except two in Proton. These two employ teachers for only six months in the year.

There is an improvement in the census returns of the different township assessors. I would again respectfully urge the importance of each municipality making as full a return as possible not only of the school population but also of those not attending school. It is worthy of note that the aggregate attendance for 1888 is 780,967 as against 748,091 in 1887, an increase of 32,876. This, I think, speaks favorably for the efficiency of the teachers and for the manner in which the schools are conducted. Another item indicating progress is the increase of the number of pupils in the fifth class from 113 to 147 This class is usually a small one, but many pupils who cannot afford to attend a high school, thus gain sufficient education to enable them to transact the ordinary business of life.

The number of log school-houses is now only three, that of No. 8 Osprey having at length given place to a comfortable frame building.

The number of school visits has increased from 895 to 1,090, a fact which, I trust, indicates increased interest in the schools by the parents and ratepayers. All schools and departments in the division, with but one or two exceptions, are conducted according to the departmental regulations in the observance of religious instruction in the schools. Another sign of the life and professional zeal of our teachers is the fact that 87 out of the 99 attended the Teachers' Institute during the year. The Institute meetings are held semi-annually in Flesherton and Dundalk alternately; thus every teacher has an opportunity to attend at least once a year. I regret that even twelve teachers can be found in the Inspectorate who do not attend the Institute. Such teachers generally fall into ruts; their schools are usually below average standing; and their pupils seldom show the same brightness and diligence as those of other schools. Whether the attendance of the teachers at these conventions be the cause of the difference or not, the fact remains that the best teachers in the Inspectorate always attend the Institute meetings and take a lively interest in its proceedings. An item of information respecting our teachers that will interest many is the following with regard to their professional experience. During the year there were employed 23 teachers with only one year's experience; 21 with two years' experience; 19 with three years' experience; 25 with from three to ten years' experience, and only 11 with more than ten years' experience.

During the year, 159 entrance candidates presented themselves for examination at the different places where local examinations were held in the Inspectorate. The candidates were distributed as follows: Durham, 51; Markdale, 34; Flesherton, 43; Dundalk, 14; Neustadt, 17. Of these, 79, or 50 per cent., were successful. This percentage is as high as in most counties in the Province, and shows that our schools as a whole are in a highly satisfactory and flourishing condition.

From various indications, I have every reason to believe that the schools in my inspectoral division are making substantial progress all along the line. Without adverting to all these indications, permit me to notice briefly the generous response of trustees in general to the demands made upon them for increasing the efficiency of their schools, whether by providing necessary wants, or by assisting faithful teachers in the discharge

of their duties. With regard to the first of these, I am pleased to report that the furniture and equipments in our schools are rapidly becoming first-class in every respect. During the past term complete sets of new desks were obtained for No. 12 Egremont, No. 6 Osprey and the Junior department of No. 4 Normanby. For several other schools sets in part were obtained. As many maps were purchased during the past half year as during the two preceding years. Good accommodation is generally provided. Several schools are, however, behind in this important requirement. The worst accommodation is probably in No. 2 Bentinck and No. 7 Osprey. The trustees of the former are preparing for a new and enlarged building. Considering the number of pupils in attendance, the school house in No. 7 Osprey is about the worst in the county. Not only is the room too small, and ceiling too low, but the walls, furniture, etc., appear dirty and forbidding in the extreme. Everything about the school indicates indifference to the comfort of the pupils.

Several other school houses are so bad that in my opinion it is money thrown away to repair them—among the worst of these are No. 4 Artemesia, and No. 8 Egremont. The ratepayers of the former have authorized the trustees to erect a new brick building, not to cost more than $2,500.

I regret to report the destruction by fire in January last of the school house in No. 10 Osprey. The building was stone, and one of the best in the township, and the loss was a serious one to the section; but the trustees, with commendable energy, have already a new brick-veneered house well towards completion. It is expected to be ready for occupation after the summer vacation.

As many as one hundred and fourteen candidates have reported their intention of writing on the coming entrance examinations, to be held in Durham, Markdale and Dundalk—59 in Durham, 41 in Markdale and 14 in Dundalk. In accordance with the resolution adopted by the county council in December, 1888, a fee of 50 cents was imposed on each candidate at this examination. These fees will be paid over to the county treasurer whenever required. The large number who intend presenting themselves for examination shows that the fee has no deterrent influence on the candidates. I believe that the imposition of a fee has met with general approval from the teachers. A good many, however, strongly urge the advisability of keeping the examination free to the pupils of our public schools.

The uniform promotion examinations were held in all the schools of the Inspectorate last December. On the whole, the examination was a success. Owing to the difficulty of forming committees of teachers in the township of Proton, for reading the papers, several small hitches took place; but in the other townships, almost without exception, the examination was well conducted, and resulted in good to the schools. The expenses of the examination were paid by the teachers themselves.

Two things are brought very prominently to light by this uniform examination. The first is that there is a vast difference between the standing of the schools of the Inspectorate; and the second is that the standing of our schools as a whole is not so high as in other counties where these examinations have been regularly held for some years.

A marked improvement in the discipline, and particularly in the order maintained in the schools, is also manifest. So far as I can remember, real disorder prevailed in only two schools. These I expect to fall into line before next visit.

County of Grey—East.

Extract from report of A. Grier, Esq., Inspector.

There are no changes in the number of schools since my last report, except an additional separate department in the public school in the town of Thornbury, in which town five certificated teachers are employed.

The Average Cost per Pupil.

Township of Euphrasia	$7 43
Township of St. Vincent	5 63
Township of Collingwood	6 29
Town of Thornbury	8 76
Average cost per pupil for the Province	6 07

HIGHEST SALARY PAID MALE TEACHER.		HIGHEST SALARY PAID FEMALE TEACHER.	
Township of Euphrasia	$475 00	Township of Euphrasia	$300 00
" St. Vincent	450 00	" St. Vincent	410 00
" Collingwood	550 00	" Collingwood	280 00
Town of Thornbury	500 00	Town of Thornbury	300 00

Teachers Certificates.—Sixty teachers were employed and two assistant teachers or monitors, during the year 1888, and sixty-one are now employed at the date hereof, with the following grades of certificates: 18 provincial second-class, 1 old county board second class, 42 third class, and two temporary certificates.

Summary of School Population and Attendance.—Total number of children of all ages entered on the daily registers during the year 1888: 4,090; of this number 491 attended school less than 20 days, 732 between 20 and 50 days (inclusive) during the year, 934 between 51 and 100 days (inclusive) during the year, 726 between 101 and 150 days (inclusive) during the year, 662 between 151 and 200 days (inclusive) during the year, and 545 are reported to have attended school more than 200 days, or during the whole year, and 13 between 7 and 13 years of age did not attend any school during the year,

All schools under my supervision with two exceptions are conducted in a practical and efficient manner, and making satisfactory progress.

Higher Education—There are 86 pupils in the fifth class attending the public schools in the Eastern inspectorate, distributed as follows, viz.: 8 in the township of St. Vincent, in addition to which there are several pupils from the township of St. Vincent attending the Meaford public school in the fifth class, 32 in the fifth class in the Meaford public school, 20 in the public schools in the township of Collingwood including the village of Clarksburg, 16 in the public schools in the town of Thornbury, and 10 in the public schools in the township of Euphrasia,—86 pupils compelled to attend public schools in the eastern Inspectorate for want of High School accommodation. Other adjoining counties, for example, the county of Simcoe, on our eastern boundary, has two collegiate institutes and three High Schools, with a less school population than the county of Grey.

For several years the county of Grey has been building up the educational standing of adjoining counties, sending students to their High Schools and Collegiate Institutes, when we have more pupils who passed the Entrance Examination than any of the adjoining counties, but fewer facilities for giving them a higher education.

There were 112 High Schools and Collegiate Institutes in the Province of Ontario in 1887, which received a legislative grant out of the funds of the Province, amounting to the sum of $91,977.03, out of which large grant the county of Grey received the small sum of $1,606.50, and the county of Simcoe received the sum of $4,710.91, including the fifth High School located in that county.

I have been informed, whether correctly or not, that during the present term of the Owen Sound Collegiate Institute, all the rooms were occupied by the students, with the exception of the assembly room, which was not intended to be used as a class-room,

COUNTY OF GREY—WEST.

Extract from Report of Thos. Gordon, Esq., Inspector.

Except in the particular of attendance of pupils, the schools are in a fairly satisfactory condition.

The results of the establishment of Model Schools are becoming more generally apparent in the management and discipline of the individual school, and the practical advantages of preliminary training are more generally exemplified in the character of the teaching, its tendency now being to render the instruction given in the schools better calculated to be useful to the pupils when their school course is ended, and more helpful to them in the pursuits in life which they may choose to follow. It will be apparent to observant visitors of schools that teachers now strive to present subjects of instruction to their pupils in such a way as to reach their comprehensions, and that the intention is not to hasten over a large amount of work without regard to its future effects, but to so bring it within the understanding of the pupil that it will be serviceable to him whenever occasion for its recall is presented. In this respect there has been a great advance in the manner of conducting public schools, and its good effects are evidenced in the abandonment to a very large extent of mere rote work. The apparently insuperable obstacle to the more rapid progress of pupils is not therefore attributable to the character of the work done by the teacher, but to some other cause, and that cause is beyond doubt the irregularity of attendance on the part of the pupils. As a matter of fact almost every public teacher in rural sections has two sets of pupils during the year, one of the elder children during the winter season, the other of the younger ones for the summer season. If this point be fairly considered, it will tend to create surprise, not that teachers do not succeed better, but that they are able to present as good results as do manifest themselves.

The school law has been framed with a view to lessening this evil, but how inadequate it is to effect its purpose may be judged from the following figures—the township clerks of the townships hereafter named have reported that the assessors have returned the numbers of children from seven to thirteen years of age in each respectively as being:—Derby 301, Holland 540, Keppel 617, Sarawak 141, Sullivan 667, Sydenham 558; and the trustees of the several school sections have reported that of these numbers in Derby 186, Holland 457, Keppel 390, Sarawak 164, Sullivan 275, and Sydenham 233, have not attended school for one hundred days during the year.

There is a discrepancy with respect to Sarawak, as the number given by the trustees is greater than that returned by the assessor, but with respect to the other townships, it can scarcely be doubted that there is an immense amount of carelessness on the part of the parents as to whether children attend school or not, for there are few localities now in which a school is not within reach.

Of the male teachers, 11 held Provincial Second Class certificates—1 an old County Board First Class certificate—2, old County Board Second Class certificates, and 19 Third Class certificates.

Of the female teachers, 3 held Provincial Second Class certificates, and 38 Third Class certificates.

The average number of teaching days on which the schools were kept open during the year was Derby, 214, Holland 214, Keppel 212, Sarawak 215, Sullivan 212, Sydenham 215.

The total numbers of pupils on the registers were in all 4975; boys 2670, girls 2305.

The average daily attendance of pupils for the first half year, was: Derby 226, Holland 506, Keppel 357, Sarawak 123, Sullivan 372, Sydenham 479—for the second half year Derby 194, Holland 481, Keppel 315, Sarawak 102, Sullivan 382 Sydenham 392.

The classification of the pupils was as follows :—1st Reader—Part I., 1037 ; Part II., 727—2nd Reader, 1114—3rd Reader 1126—4th Reader, 937—5th Reader, 34. The numbers in the several branches of instruction were, Writing 4520 ; Arithmetic, 4710 ; Drawing, 3401 ; Geography, 2792 ; Music, 1295 ; Grammar and Composition, 2244 ; English History, 1047 ; Canadian History, 1191 ; Temperance and Hygiene, 898 ; Drill and Calisthenics, 1283 ; Book-keeping, 83 ; Algebra, 48 ; Geometry, 19 ; Botany, 21 ; Elementary Physics, 23.

The total number of school houses was 70, of which 18 were brick, 18 stone, 32 frame, and 2 log, all being freehold, and of the estimated value of $56.850, with furniture and equipments valued at $8,205.

The number of school visits paid was, by Inspector 136 ; by Trustees 112 ; by Clergymen 39 ; other visits 231 ; Total 518.

The policy of reverting to a county system of concurrent promotion examinations has been considerably discussed of late at the meetings of the Teachers' Institutes in this county, and the general sentiment appears to be much in favor of the proposal.

The absence of a settled general scheme of promotion from one class in a school to another frequently works to the prejudice of teachers, because leaving them open to charges of undue influence and favoritism, while on the other hand it operates to the injury of such children as may be prematurely raised to a higher class by the injudicious exercise of the power of promotion. In both respects evil is wrought, which would in all probability be obviated by the adoption of a general scheme for the whole county. A good deal of additional work would be thrown on the Inspectors, were this plan put in operation, but there is no reason to doubt that each of them would very willingly submit to this, because of the benefits which would be expected to accrue from it. Many teachers are anxious to have a trial made, and as good results have been reached in other counties, there is good reason to hope that like success would accompany united action here. The only expense which will attend the scheme will be that of printing and postage, and it may not be amiss to suggest that your approval may perhaps be given to the application of the fees—to be derived from admission to the High School Entrance Examinations—to this purpose, a full statement of receipts and expenditure being rendered to you.

County of Haliburton.

Extract from Report of C. D. Curry, Esq., Inspector.

An examination will show that in respect to school population, etc., the county is simply holding its own, the number of pupils on the register being about the same as last year, and the expenditure for school purposes varying but slightly in the last four years. I am pleased to have it in my power to note increased efficiency of the schools and a disposition on the part of the school authorities to provide better school accommodation. The number of frame school-houses is 25 as against 23 in 1887. In many of the sections suitable blackboards, maps and better seating accommodation have been provided.

Three new sections went into operation in 1888. In two of them (6 and 7, Cardiff) school-houses have been erected and teachers will be engaged at once. In the third (2 Sherbourne) known as the Trappers' school, a teacher was employed during the latter months of the year. I visited the school after it had been in operation three months. There are but *three* resident families in the section, 16 children on the register, and an average daily attendance of over 13. I found the elder pupils able to read nicely in the second part of the First book, to write neatly and legibly, and to work simple problem in the first three rules, a result most creditable to them and to their teacher. Of necessity this school will depend largely upon assistance from the Poor School Fund.

The usual sessions of the Teachers' Institute were held with a fair attendance. We had a profitable and interesting meeting. The Institute grows in usefulness year by year.

The lack of training facilities for our teachers has been for a long time painfully apparent. I brought the matter before the County Council at its last session, and they at once voted the statutory grant. The trustees of school section No. 1, Anson, have agreed to provide the necessary accommodation provided some slight modification be made in the regulations. It will be my duty to bring this matter before you at an early date.

I cannot close these remarks without again taking the opportunity of thanking you for generous assistance from the Poor School Fund. Without this aid many of our schools could not exist. A glance at the assessment of the sections, some of them under $3,000, will show under what difficulties they labor, and how great the sacrifice many of our pioneers make in order to secure for their children the benefits of even elementary education.

County of Halton.

Extract from Report of J. S. Deacon, Esq., Inspector.

Inspection.—In each half year I visited every school and department *at least once*, as required by statute. The number of my official visits was 210 for the year. The visits of the first half year were devoted chiefly to *observation* and *teaching;* those of the second half, to *examination*, after which a report upon the efficiency of teacher and school was sent to each Board of Trustees.

Owing to frequent changes of teachers, the state of education in the several sections is constantly fluctuating; sometimes *rising*, too often declining. Yet, upon a careful examination of our work from every standpoint, I feel justified in reporting substantial progress during 1888.

The small number of teachers who take no educational papers, read no standard literature (educational or otherwise), attend no Teachers' Institutes, and make no daily preparation for the work of the class-room is rapidly diminishing; let us hope that the race will soon be extinct. A very large proportion of our teachers are doing their work conscientiously and well; honest and intelligent endeavor *is the rule*, while *time-serving* is the *exception*.

Thanks to our excellent school system, there is not a teacher in our Province who has not come under the influence of *professional training*. County Model Schools, Public School Inspection and Teachers' Institutes have *completed* what the late Dr. Ryerson so *wisely began* when he founded the Normal School at Toronto. If teachers fail at the present time, such failure is chargeable to a lack of sound judgment or of ambition, rather than to the lack of knowledge. Another hopeful sign of progress is the increased interest taken by trustees in school equipments and school adornments. Let us hope for its rapid extension, for the *need* is great.

Teachers, Certificates, Salaries and Changes.

There were 40 changes of teachers during the latter half (and at the end) of the year; 11 changes were caused by expiration of certificates, 6 by choice of trustees, and 23 by will of the teacher. Of the whole number, 13 have retired *permanently* from the profession.

The average experience of the 88 teachers was 5 1/6 years; the average time in one school was nearly 2½ years. The average term of service in the whole profession throughout the Province is about 7 years.

School Visits and Public Examinations.

(*a*) There were 2,535 visits reported for the year—an increase of 455. Trustees made 294 visits—an increase of 30. Only four schools are reported as unvisited by trustees—a vast improvement over 1886. (*b*) There were 81 Public Examinations during the year—increase 7. Eighteen teachers in rural schools held no Public Examination. A few of these are excellent teachers and comply with the requirements of the law in every other respect. A good workman should take pleasure in exhibiting his skill and success. We hope for still further improvement. Let us have *at least one* examination in every school during 1889.

School Houses, Apparatus and Grounds.

We have no new school-houses to report for 1888, but plans are drawn for two new ones (a stone and a brick) in Sections 9 and 14, Nelson. The trustees in the latter section have purchased a beautiful site of about an acre, at a cost of $500. The school house in S. S. 14, Trafalgar, was unfit for occupation, but it has been renovated to such an extent that it is respectable in appearance and quite comfortable. The old desks have been replaced by new ones of the folding pattern. The trustees of Sections 3, 7 and 8, Nelson, deserve special mention for the good taste displayed in their painting, kalsomining, etc. In No. 3, the school-house has been painted within and without, the walls and ceiling tinted, woodshed painted, and 280 Norway spruce trees planted, and protected with wire fencing In Sections 7 and 8, the school-rooms have been ceiled with boards, all the woodwork tastefully painted, walls tinted and blackboards renewed. A comparatively small outlay, wisely expended, has changed the latter room from one of the most repulsive and neglected, to one of the most attractive and cheerful in the county. I hope the example will be imitated by many Boards of Trustees.

On Arbor Day, 632 trees were planted.

Departmental Examinations.

Teachers' Non-professional examinations were held in Milton, Oakville and Georgetown, at which there were 24 Second Class and 60 Third Class candidates. At the July Entrance Examinations, there were 129 candidates, of whom 69 passed ; in December 99, of whom 62 passed. Total for the year 228, of whom 131, or 57½% passed. Georgetown had 67 candidates, Oakville 73 and Milton 88.

Model School.

This institution has, with one exception, the same staff of teachers as in 1887. Writing and music charts have been introduced, by which increased interest and remarkable advancement in these subjects have been secured. Nine ladies and ten gentlemen were in attendance for fifteen weeks. All were awarded Third Class Certificates.

Teachers' Institutes.

The Institute was in session four days during the year. William Houston, M.A., lectured on grammar, philology, rhetoric, composition, literature and imdustrial Education. Rev. G. Clark gave an address and Miss Hart a series of readings. By our own members, papers were read, addresses given or classes taught, as follows :—Misses Chapman, Deforest, Forster and Easterbrook ; Messrs. Birks, McLaughlin, R. Meade, Bradley, Longman, Gray, McGuire, Malcolm, Coates, Clark and Deacon.

Miscellaneous.

Religious instruction, in accordance with Regulation 206, was not given in any of our Public Schools. Every school was opened or closed by some religious exercise : 43, by use of the Scripture Readings ; 27, by use of the Bible, and the remainder by prayers

only. The rate of taxation in the townships (where no *general* rate has been levied) varies in the several sections from 17 10 mills to 7 7/10. A closer scrutiny will reveal the fact that those paying the higher rate are *the least able* to pay it, and in many cases also are getting the least value. They pay *heavy* taxes and receive *cheap* teachers in addition to *poor* accommodation. Such results are not consistent with the system of Free Schools. Another serious defect, is the non-attendance of so many for whom a *free* education is provided. The compulsory clauses in our School Law are a dead letter. Very few persons choose to act as "informers." If a rate bill of 50c. per month were imposed upon every child between the ages of 7 and 13, to be cancelled only by presentation of a medical certificate of inability to attend, or by an attendance at school of at least 100 days in the year, and if an officer for each township were authorized, upon the sole evidence of the Public School Register, to collect such fees with costs, much improvement would be the result.

County of Hastings—North.

Extract from Report of William Mackintosh, Esq., Inspector.

Financial Statement.

The total expenditure for Public School purposes for the year, was $34,268.32; of this, $27,766.79 was paid to teachers. In 1887 the disbursements for these purposes were, respectively, $33,482.61 and $27,015.15. The average balance on hand in rural sections at the close of the year was about $40. In a number of sections, a considerable sum is always carried over from one year to another. In others, however, the amount of cash on hand at the beginning of the year is very small, so small that, until the next levy has been collected, no payments (except school grants) can be made to teachers, no repairs to school-houses made, or articles needed for the school purchased, without borrowing.

	Expenditure. for school purposes.	Expenditure for teachers salaries.	Av'g expen're on teach's salaries per registered pupils.
Rawdon	$5,636 50	$4,713 02	$5 44
Madoc	4,791 88	3,922 32	5 41
Marmora, etc	3,273 98	3,065 74	5 47
Huntingdon	3,255 09	2,815 50	5 66
Elzevir	2,695 27	2,281 05	6 20
udor and Cashel	1,570 71	1,356 21	6 24
imerick	1,046 80	378 64	2 75
Wollaston	1,553 85	1,235 18	6 78
Dungannon and Faraday	2,667 64	1,561 66	5 05
Monteagle and Herschel	1,505 68	1,245 68	3 52
Carlow and Mayo	1,379 87	1,156 59	4 37
Wicklow, Bangor and McClure	540 56	476 20	3 07
Madoc (village)	2,627 16	2,209 00	6 40
Stirling	1,783 33	1,350 00	5 46

In the whole Inspectorate, the average expenditure for teacher's salaries, per enrolled pupil, was $5.31.

From the Legislative grant, $2.486 was received. From the Poor School fund, $704.20 was received. Owing to the increased demands upon the fund, I could not obtain for the poorer sections, the whole amount I asked for, $860.

As in former years, I apportioned your liberal grant to the poor schools on the basis of the section rates of school taxation for the previous year, as certified to by the Township Clerks.

Some years ago, in a circular, I pointed out that the amount of Legislative grant obtained by any municipality depended on the ratio borne by the whole population of the municipality, as recorded in its assessment roll of the previous year, to the total population of the Province. Recently I directed attention to the same subject. Much has been lost by the manner in which the duty of recording the whole population is performed by some assessors. Every man, woman, and child should be enumerated. The fewer missed, the more grant will be apportioned to the municipality.

Teachers—Salaries and Qualifications.

The number of teachers employed in 1888 was 105. Of these, two held Provincial First Class, 21 had Provincial Second Class, 69 Third Class, and 13 had temporary certificates.

The highest salary paid to a male teacher was $750, the lowest, $255. The average aid to male teachers was $345.75, to female teachers the average paid was $259.02. In 1886 the averages were $385.92 and $264.42.

Attendance.

During the year the names of 5,229 children of all ages were entered on the school registers, 2,761 boys and 2,468 girls. Of these, 12 per cent. attended less than 20 days; 20 per cent. attended between 151 and 200 days; and only a little more than 3 per cent. attended between 200 and 222 days. The average attendance for the whole year was about 45 per cent. of the number enrolled, an improvement on the attendance as reported to you in 1886. Compared with districts similarly situated, North Hastings in this, as in other educational matters, has no reason to feel ashamed. While this is true, I would be guilty of a gross dereliction of duty did I fail to urge upon parents, trustees and teachers the importance of making the attendance as regular as possible. An intimate acquaintance with every part of the Inspectorate has forced upon me the conviction that much of the irregular attendance can be done away with. Were parents fully alive to the serious loss that it entails upon the individual, the family and the community, more strenuous efforts would be made to minimize the evil. In some cases the compulsory clauses of the law should be enforced. They should be amended and made more practicable and effective, but, as they are, some good would result from their enforcement.

A considerable number of our schools are still kept closed during a part of each school year. In some instances this can hardly be avoided, but in other cases it is unnecessary. The average time for which the schools were in operation was as follows: Wicklow, *et al*, 131 days; Carlow and Mayo, 196 days; Monteagle and Herschel, 157 days; Dungannon and Faraday, 171 days; Wollaston, 186 days; Limerick, 128 days; Tudor and Cashel, 199 days; Elzevir, 200 days; Huntingdon, 209 days; Marmora and Lake, 190 days; Madoc, 204 days; Rawdon, 215 days. In the villages of Madoc and Stirling, the schools were kept open during the whole year. In each of the municipalities of Limerick and Dungannon and Faraday a new school was opened during the last half of the year. This, of course, lessened the average. In Bangor, Wicklow and McClure, Monteagle and Herschel, Tudor and Cashel, Marmora, Elzevir and Madoc (township) the schools were in operation for a longer period than in 1886.

Classification of Pupils.

The number of pupils in the different classes was as follows:—

Junior First Class	.....	1,644
Senior " "	.....	1,098
Second "	.....	1,122
Third "	.....	893
Fourth "	.....	393
Fifth "	.....	81

The pupils in the Second, Third, Fourth and Fifth classes have been promoted after a careful uniform examination, All in the Fifth class having passed the examination for entrance to High Schools, are eligible for admission to these schools.

Our Uniform Promotion and Review examinations continue to do much good in many ways. They are becoming more and more popular with the people, who have not been slow to recognize the advantages which accrue to the schools from them. For the examination held on Monday, Tuesday and Wednesday of this week, between 6,000 and 7,000 examination papers were mailed to over 90 schools.

With the object of extending the undoubted advantages of the examinations to those older pupils who rarely return to school until January, and who generally leave in the spring, the Teachers' Association, at its last meeting, decided to change the time of holding the examinations from June and December, to March (or April) and November. The results of this change will, I am satisfied, be beneficial.

As the greater number of our pupils cease attendance at school before being promoted to the fourth class, I have, to the limit of my opportunities and ability, striven to impress the teachers with the opinion that, in the Third Class, pupils should, in addition to an intelligent familiarity with the branches of study always taught in that class, be trained to write, with fair facility and accuracy, ordinary letters of business and friendship, receipts, orders and accounts: that they should have an intelligent acquaintance with the meaning and use of the terms Debtor and Creditor as applied to accounts, and be able to keep an ordinary Cash Book, such as every farmer and mechanic should keep; and that, in their instruction in arithmetic, teachers should never lose sight of the fact that by far the greater number of their pupils will become, not lawyers, doctors, or teachers, but farmers and mechanics.

One reason why so many Canadians so often submit to the school tax as a sort of mysterious public necessity and are always open to the attack of every sort of opponent of, or crank or grumbler on, the educational system, is because the work of the school has so often no vital connection with the life outside. Of course the end of school training is character, of which getting a living is only one part. "But since we have the treasure in earthen vessels, we must compass the best way of caring for earthly things." Everything that makes clear to parents the relation between the school education of their children and their honourable success in life is good, and binds together school and home in sweet and helpful accord.

Since my last report to you, the teaching of hygiene and temperance has, in obedience to the regulations of the Education Department, been introduced into the schools. In very few of them, are they not now taught. The pupils have not been asked to purchase text-books on these subjects. The teachers have been recommended to give the lessons conversationally, the object being to make the youth who attend our Public Schools familiar with the structure of their bodies, with the laws of health, with the facts of science regarding the nature of alcohol and of tobacco and other narcotics, and their injurious effects upon those who use them.

It is not the province of the school to discuss the relative merits of the many plans that have been devised to check the progress of intemperance in the community. Conscientious diversity of opinion may, and does exist as to the relative effectiveness of license and prohibitory legislation. No one will, however, care to deny that, as a people, our physical, financial, intellectual, moral and spiritual status would be much elevated were the use of intoxicants and narcotics reduced to a minimum. Still fewer have failed to recognize that, especially in the sphere of habits and appetites, "the boy is the father of the man." For these reasons, and following the example of the educational authorities of more than three-fourths of the States of the American Union, the Education Department has made the teaching of hygiene and temperance, within the limits I have briefly defined, compulsory in the Public Schools of the Province. So far as I know this "new departure" has met with little opposition among us. In one or two cases objection has been made by some who object, with equal intelligence and good sense, to the teaching of history, grammar, music, drawing and other subjects.

Teacher's Association.

This organization, now in the sixteenth year of its existence, still continues to be useful. At the meetings held in 1888, the attendance was good. To the able address given by Wm. Houston, M.A., Librarian of the Legislative Assembly, much of the success of the Convention was due. Valuable assistance was also given by Jos. Reid, M.A., Headmaster of Stirling High School. In addition to defraying the expenses connected with the Conventions, the Association presents lithographed diplomas to the more successful candidates at the Promotion Examinations, meets the expenditure for postage in connection with these examinations, and aids its members in paying for professional literature.

School Ventilation and Equipment.

The greater number of our school houses are badly ventilated. In the construction of few, was much attention given to this. My efforts to secure improvement have not been successful in the case of old school houses. For the past two or three years, however, I have induced the trustees of the buildings recently erected to provide them with window sashes hung upon pulleys, so as to facilitate the opening of the windows from the top and bottom.

A great many school rooms are not provided with suitable seats and desks. In the majority, the pupils are seated on flat boards, and the only support for their backs is a board of the same character. The seats and desks are a great improvement on those used twelve or fifteen years ago, but judged from the standpoint of health and comfort, they are unsuitable. They are particularly injurious when the feet of the pupils do not rest firmly on the floor. Let a man sit for an hour or two on such a seat with his feet dangling in the air, and he will then be able to sympathise with many school children. To them such seats are more injurious, as their bones and spines are softer, and more easily injured. Eminent surgeons have asserted that cases of disease of the spine and hip bone have been traced directly to the effects of badly formed desks and seats.

The number of properly furnished schoolrooms is, however, increasing. In the northern part of my Inspectorate, progress in this matter has been more rapid, recently, than in the wealthier portion.

High Schools.

Since the date of my last report, a High School has been erected, equipped and put into operation in Stirling. The building and equipment are creditable alike to the judgment and liberality of the people, and the teachers are scholarly and efficient.

A High School is, also in course of erection in Madoc. The building will be a credit to the county. If manned by an efficient staff, as the trustees are determined that it shall be, it will, with the Stirling High School, be of great service to the educational interests of the county.

Model School.

During 1888 the Model School maintained, in most respects, its former state of efficiency. The Principal and one assistant had full First Class certificates, and the other assistants had Second Class certificates. In addition, one assistant had the standing of second year student of Toronto University.

During the term there were 36 students in training.

Changes in the staff have, to some extent, impaired the efficiency of the Model School. For these, the trustees *as a Board* are not responsible. If, however, the school is to keep pace in improvement with other Model Schools, much care, intelligence and liberality will have to be exercised in the selection of teachers and in making efforts to retain those whose ability, skill and growth in intellectual and professional stature have marked them as worthy of retention. No efforts, however wise and energetic, by any one else, can neutralise the evil effects of carelessness or false economy in this matter on

the part of school trustees. If any word of mine has influence with trustees of the schools, I would like to use it to emphasize the importance of performing the duty of engaging teachers with the utmost wisdom. In some European countries, in which a teacher remains in charge of the same school until the close of his professional career, the familar proverb "as the teacher so is the school" is true. In this country, where few teachers remain in the same school for more than two or three years, it is more in harmony with facts to assert "as are the Trustees, so is the school." When Trustees are determined to have as good a school as the section can afford, they usually get it. When the determination is to have a cheap school, an inefficient school is almost invariably the result. Many of the mistakes so disheartening to the true friends of education made in the choice of teachers have their origin in a misconception of the teacher's work. If the mission of the school is *merely* to impart knowledge, to store the mind with facts, then the possession of greater knowledge than the pupils have should be a sufficient guarantee of ability to teach. To teach is not however, like pouring grain into a hopper. It is to develop, to train, to make wiser, better, purer, happier. It is, in short, to form character. Arithmetic, grammar, geography, and even reading, are but the instruments of education. By means of these the real teacher develops, in the pupil, habits of industry, perseverance, courage, honesty, observation and thoughtfulness. In the suggestive words of Parker, he is taught "to work, to love work, to work systematically, and to put his brains into his work." What a boy knows is not half as important as how he has gained his knowledge. Not a little of the knowledge will, in a few years, be forgotten. If, however, it has been acquired in the right way, the mind has been energized, and the habits that constitute a desirable character have become a part of the boy's being and are not likely to be lost. "If," says one, the State gets nothing from its schools but a knowledge of arithmetic, grammar, geography, &c., it is outrageously swindled." This knowledge is valuable. The real mission of the school, however, is to make good citizens. The end of school training is manhood and womanhood. If this be true, teachers should be men and women of character and strength, strength derived from well-disciplined powers and sensitive consciences. Life can only come from the touch of life. Strong character can be formed only by strong character.

Since my last report to you, our schools have, as a rule, made fair advancement; a number have made gratifying progress. When the irregularity of attendance, the frequent changes of teachers, and the youth and inexperience of the greater number are considered, the progress made has merited commendation. Much, however, still remains to be done in the way of improving the professional status of many teachers. Too much of the teaching is not educative, does not stimulate and direct mental growth. Too much of it lacks thoroughness. The tests applied to their work by many are too superficial. Not a few seem to forget that the *constant* element in education is the *free*, intelligent and active effort of the pupil to learn, and that, if this be absent, all else but makes the failure the more signal. A large proportion of our pupils enter upon the duties of life with, I fear, little desire to carry on the work of self-education.

County of Hastings—South.

Extract from Report of John Johnston, Esq., Inspector.

The amount of money received from all sources for school purposes was $40,314.80. Of this amount Sidney contributed $9,697.42; Thurlow, $10,143.53; Tyendinaga, $10,538.46; Hungerford, $7,245.45; Deseronto, $3,689.94.

In 1888 Sidney paid for teachers' salaries $5,503.66; Thurlow, $6,896.36; Tyendinaga, $6,395.43; Hungerford, $5,448.02; Deseronto, $2,255.93, making a total of $26,499.40.

The whole amount expended for school purposes was $39,967.26. Of this Sidney spent $7,805.15 ; Thurlow, $8,848.20 ; Tyendinaga, $7,980.16 ; Hungerford, $6,169.25 ; Deseronto, $3,164.50.

Of the teachers engaged in the schools, 29 have second class certificates and 70, third class certificates. Permits have not been granted for several years. At the close of the Model School, in December, the trustees were notified by circular, that a meeting would be held in my office where they could meet the teachers from the Model School and those from the Normal Schools. This has proved very satisfactory to both trustees and teachers, and the result has been that each school has a teacher for the ensuing year In some cases where a suitable teacher could not be secured, trustees are advised to advertise in the Toronto papers, and teachers have always been secured at reasonable salaries.

The number of pupils attending the schools was as follows : 2,655 boys and 2,339 girls, making 4,994. Of these

520	attended	less than	20	days.	
788	"	between	20 and	50	days,
1148	"	"	51 "	100	days,
1086	"	"	101 "	150	"
1220	"	"	151 "	200	"
232	"	"	201 "	201 and the whole year of 220 teaching days.	

Salaries.

The highest salary paid in Sidney was $650 ; in Tyendinaga, $550 ; in Hungerford, $550 ; in Deseronto, $600 ; in Thurlow, $600. The average salary paid male teachers in Sidney, $401.81 ; female teachers, $291.66. Male teachers in Thurlow, $416.15 ; female teachers, $291.30. Male teachers, Tyendinaga, $395.25 ; female teachers, 268.49. Male teachers, Hungerford, $367.50 ; female teachers, $231.14. Deseronto, male teachers $600 female teachers, $291.66.

The number of children between the ages af 7 and 13 who did not attend any school, was 126, and a number between the above ages did not attend 100 days, as required by the compulsory clauses of the School law. The compulsory part of the Act is not enforced by trustees. It is to be regretted that its provisions are not carried out. It requires that all children between the ages of 7 and 13 years inclusive, shall attend at least 50 days in each term, making 100 days for the two terms of 220 days. All are taxed to support the public schools, and therefore they have a just right to demand that the children of negligent parents should be compelled to go to school for at least the time required by law. This part of the Act is a dead letter, as no one is compelled to see that its provisions are enforced.

Public Examinations.

There has been an increase in the number of Public Examinations during the year. Many of the teachers had one during each term, but several did not comply with their agreement with the trustees, nor with the provisions of the School Act. This is to be regretted, as these examinations, if properly conducted, are a very important means of causing trustees and parents to take an increased interest in the welfare of their schools. If the teacher in a rural section would say to his pupils at the beginning of the term, I intend to have a public examination sometime before it ends ; I expect to have every trustee and parent present and several from the adjoining sections ; I wish you to come regularly to school : I am going to teach you thoroughly and well, and will do all I can for you, and, on the examination day, I will show to the people that you have been carefully and efficiently taught, and that, the examination has only been a thorough and earnest test in the work gone over during the term, this will cause both teachers and pupils to work for the purpose of getting a good, thorough, and practical knowledge of the subjects taught. If the teacher will do his work during the term with the knowledge that all the people will be present at the public examination, I am sure he will work with more earnestness than he otherwise would. Scholars will come more regularly, work

harder and will take every pains to prepare the work for each day, knowing that they will be thoroughly examined in every department of it, in March or April, before the larger scholars leave the school, and before Christmas. The teacher and scholars will be better satisfied and the ratepayers will have a very intelligent opinion of their teacher and the school. Experience has shown that with a knowledge of a public examination in view, the teacher and the scholars will work during the term, with increased energy and earnestness.

A teacher who will remain in a rural school for a whole term, and sometimes a whole year, without inviting the trustees and ratepayers to see the progress the school has made is not imbued with the spirit of his work and should engage in some other business. Trustees should see that this important part of a teacher's duty is complied with. If a teacher does not have a public examination each term, I say from an active experience of 32 years as teacher and inspector, that he is not doing his duty as a teacher to the pupils under his charge, and is afraid to be tested in his work by the intelligent people of the section.

Model School.

The Model School at Madoc is doing excellent work in preparing candidates for the profession of teaching. The principal, from his long experience in connection with the school, is thoroughly competent to prepare the student in good methods of teaching the different school subjects. He gives the board of examiners reliable information in reference to the standing of candidates, and exercises a proper supervision over them till the terminal examination is over. The Board of Trustees furnishes him with an assistant, so that he can devote his whole time to the students in training. In a school for the training of candidates for teaching it is extremely essential that all its departments should be under the charge of efficient teachers, and that the methods taught by the principal should be in vogue in each department. There has been a change in the former efficient staff of assistants, but I hope their places have been filled by equally as good teachers, and that uniform methods of discipline and teaching will be observable in each room.

We allow candidates of the proper age, who fail at the non-professional examination for third class certificates, but who suceed in obtaining a sufficient per centage in the important subjects of spelling, writing, reading, arithmetic, grammar and composition, history, geography, book-keeping and literature, to attend the model school for district third class certificates to teach certain schools placed on the district list, by the board of examiners for the county.

This has been the means of getting very good teachers for many schools in the poorer parts of Hungerford and Tyendinaga, and in this way getting rid of granting permits, as formerly, to those who had no training for teaching. It has given good satisfaction to trustees and ratepayers, and supplied them with suitable teachers at no greater salary than was paid to those employed on permits, and without any knowledge of teaching.

Entrance Examinations.

These are held at the close of each term at Belleville, Trenton, Deseronto and Tweed, for admission to the Fifth Class or to High Schools. 20 from Sidney have notified me of their intention of writing at Trenton ; 78 from Sidney. Thurlow, and Tyendinaga, at Belleville ; 32 from Hungerford at Tweed ; and 23 from Tyendinaga and Deseronto, at Deseronto. The papers of the candidates at Tweed and Deseronto, are read by your Inspector in connection with the Belleville High School. After the December examination it is the intention of the Department to have but one entrance examination in the year, viz., in July. I have always been opposed to one examination in the year, as it is unfair to pupils who may fail at an examination. They will have to remain a whole year in the Fourth Class before they can again try for admission ; but we will have to give way to the opinions of High School masters, and masters of schools in cities and towns,—but I contend it is not in the interest of pupils, and ratepayers who support the schools and pay the salaries.

We will soon have five High Schools in this county, as the one at Deseronto will be built this summer, the masons having commenced work this week. This will be a splendid building, on a beautiful site of two acres. When this building is erected, Deseronto will have educational advantages second to no town or city in the Province. It has now a splendid Public School with 7 earnest and painstaking teachers.

An impression has gone abroad in South Hastings, at least, that as soon as a pupil passes the entrance examination he must go to a High School, and that the teacher must not teach him any of the subjects of the Fifth Class.

During the last few years I have had repeatedly to notify teachers and trustees that it was the duty of teachers to teach the subjects of the Fifth class as laid down on the cover of the Public School registers. It would be too bad if our public schools were brought to that low standard. Parents in rural sections are not willing and, in many cases, are not able to send their children away from home, to a High School. I have advised in all cases where pupils have passed into the Fifth Class, to teach the subjects of the Fourth Class, that are the same in the Fifth Class in name, and to teach some of the subjects of the Fifth Class, omitting at least botany and physics, and giving attention to book-keeping and commercial transactions, and possibly Algebra, or Euclid. It is not always necessary in rural schools to require pupils to purchase the Fifth Reader or the High School Geography, or even the High School Grammar. In cases where pupils wish to prepare for Certificates—as in the partly graded schools of Tweed, Thomasburg, Frankford, Shannonville, Deseronto and Plainfield—it is necessary that all the subjects should be taught. I may say here that the head master of the Deseronto school has two classes, a Fourth and Fifth, but in the other schools mentioned, there are Third, Fourth and Fifth Classes.

In some of the rural schools, candidates are prepared for Third Class Certificates, but this entails a great amount of work upon the teacher and is done at a loss to the lower classes of the school. Candidates from these schools should spend six months or a year at some High School to review the subjects gone over in the Public School, and to take up the additional subjects required for certificates.

Promotion Examinations.

These examinations are held at the close of each term in the Public Schools. While they impose a good deal of extra work on the Inspector in preparing the questions, and some expense upon the county. it is believed they have done much good, and their tendency has been to improve the teaching in all the classes, and to encourage regular attendance. The same papers are used in the Belleville schools, and the Board of Education pays its proportionate share of the expenses of printing, thus making the cost much less to the county and city than it otherwise would be if separate papers were prepared and used for each part.

The Teachers' Association.

The Association is still doing a useful work for teachers. The last meeting was held on Thursday and Friday, January 31st and February 1st. With the exception of one or two, who were prevented from attending on account of sickness, all were present punctually and regularly. J. J. Tilley, Esq., Inspector of Model Schools, discussed several important subjects and gave a lecture in the City Hall in the evening to a large and appreciative audience.

Progress and School Houses.

It is now eighteen years since I was appointed Inspector of the schools of South Hastings, and during that time a great many changes for the better have taken place. Fifty school houses have been built, all of them are supplied with maps, blackboards, etc., grounds have been fenced, and in many cases planted with trees. All the teachers have been trained in the Model School in the best methods of teaching. Many of these have afterwards gone to the Normal Schools, and now hold Second Class certificates. A very comfortable and commodious school house was erected last year in S. S. No. 30,

Tyendinga ; and in Sections 15 and 18, of the same township. Suitable buildings will be built this year, and possibly in Section No. 17, Tyendinaga, where a more comfortable house is very much needed. In Thomasburg an excellent building will take the place of the present unsightly and uncomfortable structure. In a few other sections the present buildings should be replaced by more suitable and comfortable ones. In Section No. 4, second concession of Thurlow, a very fine and comfortable school house was built in 1888. The schools have been carefully and thoroughly inspected, sometimes too thoroughly to suit inefficient and lifeless teachers. My experience has been that earnest and thorough teachers are always anxious to have their pupils well tested in the different subjects. I believe that from a careful and thorough inspection of the schools, nearly all of them are taught thoroughly and efficiently in all the important subjects. In some schools where the teacher lacks life and energy, and is deficient in other essential requisites, it is impossible to have good and satisfactory work done, but these schools are the exceptions, for when you have not the choice of teachers for 100 schools, it is not surprising that some of them do not give satisfaction.

Irregular Attendance.

Irregular attendance retards the progress of some schools, and generally parents who very irregularly send their children to school expect them to make as rapid progress as those who come regularly. It is frequently heard that my boy or girl has been in the second or third book for such a long time, but, on an examination of the registers, the boy or girl has not been at the school half of the time. These pupils generally, fail at inspections and promotion examinations, and in such cases the teacher and school are blamed. But I have noticed during the past eighteen years of my inspectorship, that when the teacher is energetic, thorough and enthusiastic, infusing life into the pupils, and waking up their dormant minds, the pupils are regular in attendance, and we never hear that such pupils are excited or frightened during an inspection, as it is frequently said, when scholars badly taught and scarcely ever reviewed, cannot answer the commonest question on the work gone over. Such live, energetic teachers teach thoroughly and review frequently. Let such teaching be general, and then all our schools will be good, and deserve the confidence and respect of parents, trustees and ratepayers, and teachers will rise in the estimation of the intelligent ratepayers of the county, and the result will be increased remuneration for the good and thorough work done.

Temperance and Hygiene.

These subjects are now taught in all our schools, as required by the regulations of the Education Department. In the Course of Study prepared for the schools of the county the parts of the subject to be taken up by teachers are given, and they are requested to give their instructions in conversational lectures and to use the book for their own preparation. At the last promotion examination, questions embracing the course were set, and the pupils did fairly well considering that the subjects have been taught only a short time.

Canadian History.

The principal events in Canadian history are now required to be taught to all third and fourth classes in our Public schools, and I am glad to be able to say that the teaching of this subject is not neglected by the teachers of South Hastings.

On the 23rd of May the teachers of Belleville, the seven teachers of Deseronto, two from Trenton, and a number from the rural sections of South Hastings, paid a visit to the Toronto Schools, to witness the discipline and methods of teaching therein. We were met at the Russell House at half-past 8 by Mr. Jas. L. Hughes, Inspector of the city schools, who divided us into classes, 6 or 7 in each, to visit some of the best schools in the city. In the afternoon we visited other schools of the city, and all met at the same place at half-past 3, to visit the Education Department and Museum.

We all spent a very pleasant and profitable day, and we are much indebted to Mr. Hughes for his kindness.

Notwithstanding some of the hindrances mentioned, the schools of South Hastings are making satisfactory progress. Nearly all the teachers are thoughtful, earnest and industrious, and are working with a sincere desire to make their schools thoroughly efficient, and to train their pupils in correct habits and in true manliness.

Training of this nature can only be done by men and women well disciplined in all that goes to make the true and earnest teacher.

COUNTY OF KENT—EAST.

Extract from Report of Rev. W. H. G. Colles, Inspector.

During the scholastic year 1888-1889, I have visited each school in this riding at least twice, spending half a day in the visitation of each department on each occasion. I am pleased to say that in almost every case, I found the school house in good repair, equipped with all necessary appliances, and well furnished, and the schools generally, well conducted. Anticipating the new brick school houses which will be built in S. S. No. 3 and 4, Orford, and No. 4, Howard, this year, I may say that from one end of East Kent to the other, the old and dilapidated school houses have disappeared from off the face of the earth, and the several sections are now furnished with respectable and comfortable school houses, the oldest and the least expensive of which are clean and in good repair, and the best of which, as No. 6 and No. 11, Harwich, No. 1 and No. 12, Howard, and No. 2, and 3 and 4, Orford, are fit representatives of education for this or any other county in the Dominion.

In the matter of school grounds I cannot yet report quite so good a condition, though Arbor Day has done very much towards general improvement, and while in most of our sections trees have been planted and flower beds made, as a result of this most beneficial enactment, yet there are cases where the schools are in charge of young ladies who are equally unsuccessful in doing such work themselves, and in enlisting the services of the trustees or the larger boys to accomplish this purpose. I may say that almost all the improvements of this kind are due to the efforts of the teachers, in response to such appeals as I have thought it advisable to make.

The interior of many of our school houses have benefited by Arbor Day efforts, and many seeds of taste and culture have thus been silently sown to flourish and bring forth fruit in future homes. I think that nothing within my recollection has had so perceptible an effect for good, in connection with our school system, as the establishment of Arbor Day, and I am convinced that the people will ere long look with pleasure and pride upon their public school surroundings, where once they thought that money so spent was given away.

The improvements effected so far have been, if not voluntarily, at least willingly, and in most cases, cheerfully made, and there is growing up among school trustees generally a due appreciation of the requirements of their schools, and a readiness in providing for them. In every case I find the teachers discharging their duties conscientiously and efficiently, making due allowance, of course, for those schools where indulgent trustees pay inexperienced teachers for learning their business. Without following too far the fancies of theorists, they are fairly abreast of the times in modern systems of teaching, and while within the range and generally up to the requirements of the Departmental programme, they are strenuously directing their efforts to giving such a practical turn to education as shall make it useful in after life. Permits are altogether unknown in East Kent. As a result of this pleasing condition of our public schools, there is a great

increase in the number of those coming up for public examination. There are from East Kent public schools over two hundred applicants for High School Entrance Examinations at Chatham, Ridgetown, Blenheim, Dresden and Thamesville for next July, (1889), and over eighty candidates for first, second and third class certificates will write this summer (1889) at Ridgetown Collegiate Institute, 25% of whom are directly. and most of the rest indirectly, from East Kent public schools.

Uniform Promotion Examinations are held semi-annually, in April and November, and I am convinced that the effect upon the schools is most wholesome, stimulating and encouraging the pupils and giving a definite measure to their attainments, and at the same time giving to the teachers a key to better lines of teaching, and arousing them to greater exertion from term to term. They also prevent premature promotions, and by the accompanying reports, parents are kept informed of the progress of their children.

In every school in the riding the Scriptures are read, generally from the "Scripture Readings" furnished by the Department, and prayer also is used daily. In no case is there any lack of reverence on the part of teacher or pupils, or any objection raised to religious exercises. I believe that in most cases earnest efforts are made to reach the childrens hearts as well as their heads, that they may become better as well as wiser, by attending our public schools.

Our Teachers' Institute is in good condition, and two conventions were held this year (1888-89). At our last meeting, May 22nd and 23rd, we had the services of Col. Parker of Cook County, Ill., Normal School; he addressed the convention each day, and on the evening of the first day delivered his celebrated lecture, entitled "Artist or Artisan." The Colonel was variously appreciated as an educator, though every one was pleased with his portly figure, happy countenance and good natured jokes.

County of Lanark.

Extract from Report of F. L. Michell, Esq., Inspector.

Though nothing of a startling nature has occurred in our local educational world yet no retrograde measures are to be reported. The Trustees are generally in accord with me with respect to the necessity of warm and healthy school-houses, provided with suitable apparatus for the presentation of school work. Their attention to the duties devolving upon them towards the pupils under their jurisdiction is not better attended to than in former years.

I have again reported the actual number of school age in each section as ascertained from the reports of the Clerks of the municipalities. A great discrepancy is observable between those of school age and those actually in attendance. This discrepancy must be reduced to a minimum if our system of instruction is to be of utility to us as a people. The school system should scarcely be held responsible for the actions of a person who has never in any year complied with its requirements, and who has never attended long enough to be greatly benefited. Our system is one of progressive development, and is useless, or it may be harmful, to one who takes only a portion here and there. Until attendance is made much more compulsory than at present, until the work becomes more professional in its character, until the people wake up to the importance of the teacher's work in the formation of the character of the nation and reward him according to his deserts, our educational system must remain more or less experimental, and the school system must not be held responsible for the evils that sap the strength of the body politic. If the educational system is to be a significant factor in the reformation of society the elements tending directly towards its failure must be removed.

Statement of Finances.

The comparatively large grants to the poor schools have done much good to the struggling schools in the back Townships. The cost per pupil and the grant per pupil are still widely different in the different municipalities, as may be seen from the following statement :—

	Cost per Pupil.	Grant per Capita.
Bathurst	$7 20	$0 95
Beckwith	7 00	95
Burgess North	8 80	97
Dalhousie and North Sherbrooke	8 75	95
Darling	6 30	1 30
Drummond	7 90	1 01
Elmsley North	6 55	86
Lanark	5 75	97
Lanark Village	6 15	47
Lavant	7 00	79
Montague	8 30	1 37
Pakenham	9 20	77
Ramsay	8 35	91
South Sherbrooke	4 75	1 01
Carleton Place	7 20	58

Salaries.

The highest salary paid to any teacher in the County (exclusive of Almonte, Smith's Falls and Perth) was $700, that of the Head Master of the Pakenham Public School. The work done in that department is similar to the Form III in the High Schools. At the last examination candidates came forward from both this school and that at Lanark Village. These are almost the only schools doing High School work. The average salary paid to male teachers was $325 ; the average to female teachers was $205. These figures show a gradual increase in the emolument to teachers, but this county is still considerably behind the average for the Province. I am glad to be able to state that trustees are beginning to prefer regularly trained teachers, and that the number of permits is annually decreasing. So soon as trustees give a tangible recognition of professional skill and training, by systematically engaging teachers possessing these qualities in preference to those not having them, just so soon will it become general for teachers to become better trained, and hence more capable of discharging the important duties entrusted to them. The initiative must come from the trustees in the form of sufficient recompense for expense and industry in the acquisition of the knowledge required to secure this higher standing.

Teachers and Certificates.

One hundred and forty-two teachers were employed during 1888 in the townships and villages of the county. These may be classed as follows—1 Provincial First Class ; 8 Provincial Second Class ; 2 Old County First Class ; 102 Third Class, and 29 temporary certificates. We are still behind in the number of permanent certificates of First and Second Class standing. The majority of our best schools are taught by teachers who hold no higher professional standing than that imparted at our County Model School, As pointed out in former reports such procedure works disaster, not only to the best schools themselves, but also to the poorer ones that are thus compelled to resort to "permits" in order to keep open.

School Attendance.

There were nearly 1,640 pupils whose attendance was not in accordance with the law. The clause referred to requires each pupil to attend a minimum of 100 days dur-

ing each year. A glance at the above figures will show how ineffectual this legislation has been. This clause should either be struck off the statute book, or some better method be devised for its enforcement.

Classification of Pupils.

A large number of rural pupils over, say 13 years of age, are receiving practically no instruction. What is the cause of this state of affairs? Evidently a want of appreciation on the part of parents of the existing order of things. It seems to me that our school programme will have to be modified so as to offer a special course of instruction during the winter months in the subjects most useful to farmers' boys and girls. Such a course could be prescribed with no great difficulty, and thorough instruction therein would be of inestimable value to a large class of the community. Our educational system rests upon public approval, and must, to retain its hold on the public, move with the times. The well-trained intellect should certainly be the chief end of the educator, but the application of this trained intelligence in the accumulation of practical knowledge for the prosecution of one of the noblest occupations, cannot be ignored. Many of the large pupils remain at home in idleness, owing to a supposed want of practicality in the school programme.

Subjects of Instruction.

The time of the pupils is employed in receiving instruction in the rudiments of an education. The subject of music is receiving more attention since it was made a compulsory subject at the professional examination. There are no pupils in agriculture as yet, because no good text-book on that subject has been issued. This subject is prescribed for the next Entrance Examination, and will shortly be taught in the majority of our rural schools. It should form a portion of the winter special course above referred to.

The subject of drawing is now taught in every school in the county, and in many cases the work done is very creditable to both teachers and pupils. However, too much mere imitation still prevails—the result being copying not drawing. The presentation and teaching of all the subjects of the programme are improving year by year. The course of systematic training pursued at the Model School has done much to effect this better state of things.

School Houses and Sites.

We have the same number of schools as at last report, namely, 130—11 brick, 16 stone, 85 frame, and 18 log—all the property of the sections in which they are placed. Great improvement has been made on the school-houses within the last few years. New school-houses were built during the year at Watson's Corners and at No. 10 Dalhousie. Many others were thoroughly repaired. We are deficient in school apparatus, good maps, dictionaries, gazetteers, etc., so necessary for the progress of the pupils. These, I have every reason to hope, will be supplied in the near future.

There were 1,179 visits made to the schools during the year, only 214 of which were made by trustees. Public examinations were held on 159 occasions, and in 54 schools prizes or merit cards were presented.

On Arbor Day 286 trees were planted, many of which died owing to the protracted drought of last summer. It is to be hoped that another attempt during the approaching spring will be crowned with success.

Miscellaneous.

In 104 schools the Scripture readings were regularly used; in 125 the school opened and closed with prayer; in 29 the Bible was used; and in one only was religious instruction imparted by a minister, as provided for in Regulation 206.

Entrance Examinations.—Two examinations were held for entrance to the High Schools of the County—one in July and one in December. The results of these examinations are as follows :—

	JULY EXAMINATION.		DECEMBER EXAMINATION.	
	Examined.	Passed.	Examined.	Passed.
Almonte	46	22	30	16
Carleton Place	46	30	30	14
Perth	57	28	52	34
Smith's Falls	34	19	38	24

Model School.—The Model School was attended by thirty-two teachers in training. The examination at the close was partly of an oral character and partly written. All were awarded Third Class Certificates. An extra teacher was provided during the session, thus allowing the Principal to devote all his time to the instruction and supervision of the students.

Teachers' Association.—The regular annual meeting was held in Smith's Falls on the 17th and 18th May, presided over by J. R. Johnston, Esq., B.A. The Provincial Model School Inspector, J. J. Tilley, Esq., took charge of a portion of the work and delivered a useful and instructive lecture in the Town Hall on the evening of the first day on the "Relation of Education to the State."

Hygiene and Sanitation.—Owing to the regular study of school hygiene at the Model School, and to the prominence lately given to these matters through the efforts of the Provincial Board of Health and the Local Boards, more attention has been directed to these important matters. However, I still find much difficulty in enforcing the Regulations respecting cleaning of the school premises, disinfection and regular cleansing of closets, supply of wholesome drinking water, and other matters of vital importance to the physical and æsthetic education of our youth. The ravages of diphtheria and typhoid fever may be avoided by due care to cleanliness of school and premises. "Dirty floors and badly ventilated school-rooms contribute to the spread of consumption, especially where the expectoration of persons afflicted with this disease is allowed to remain and become dry on the floor." The unprejudiced visitor to many of our Canadian schools must lament the fact that progress in these directions has not been apace with that of the intellectual side of our educational system.

County of Leeds—No. 1.

Extract from Report of William Johnston, Esq., M.A., Inspector.

In the course of the year I made 251 visits. All the schools I inspected twice; about 40, three times, and several 4 times. Where I considered my presence especially beneficial, the school received more than the average number of visits. This method of inspection I believe to be productive of highly satisfactory results, but it is too expensive to be continued long under the present remuneration. I am convinced that if more time were given to inspectoral visitations (at an increased salary) their usefulness would be greatly increased.

The school accommodation is not all that could be desired, but it is steadily improving. During the year four school houses were erected—two large brick buildings and two serviceable frame ones. Four old buildings were made almost as good as new. I expect as much improvement this year as was made in the last. I need not say that such improvements are not made without some pressure being brought to bear upon Boards of Trustees by the inspector, but, so far, I have avoided any unpleasantness, while, at the same time, insisting upon better school accommodation.

The school sections, in many places are in a very unsatisfactory condition as regards assessed value. It is not uncommon to find a section having an assessed value of $30,000 adjoining one assessed for over $60,000. This virtually compels the small section to pay double as much for education as the large one. This is perhaps the greatest evil in my inspectorate. The result of such an arrangement of the sections is to keep the small sections in the hands of poorly qualified teachers, and as a natural result, year after year goes by and little or no advancement is made. Township Boards would, in my opinion, remove this great hardship. The rate of taxation for school purposes varies from $2\frac{3}{4}$ mills on the dollar to 19 mills! This is sufficient to show that some remedy should be sought for in order to equalize the school tax.

My teachers comprise one first class; eleven second class; seventy-eight third class, and ten holding temporary certificates. Temporary certificates are only granted for the very small sections, those having an assessed value of about $20,000.

Nearly half of the third class teachers hold only district certificates. Those are valid only in sections of assessed value not more than $40,000. I have rigidly enforced this rule, and the result has been very gratifying to me. Sections able to secure the services of second or third class teachers have been thus forced to do so, while those sections that cannot pay sufficient salary to command a well qualified teacher, are able to engage one of inferior qualifications at lower wages. The district certificate is based upon work done at the non-professional third class examination, and model school training. No district certificates are granted without model school training. I am endeavoring to put all my schools in charge of teachers who know *how to teach.*

The High School entrance work has given a decided impetus to school study. The holding of Entrance Examinations at Newboro' and Westport has been productive of much good. The number of pupils belonging to my inspectorate who passed the entrance examination last year was 110.

The number of fifth class pupils attending the public schools was 100. This is a large increase over the previous year, and certainly indicates earnestness on the part of both pupils and teachers. It is worthy of notice that only 13 of the fifth class pupils belonged to the front, the remaining 87 attended schools in the rear of the district. Does not this indicate that the rear requires a High School? The front of Leeds has three High Schools, the rear none.

The Gananoque Model School is now in excellent condition, the staff of teachers is second to none; the buildings and equipment all that could be desired; and the Board of Education fully alive to the best interests of the schools.

The only serious obstacle in the way of educational advancement is the low grade of teachers. I frequently hear the "Queen's English" murdered by the teacher. The teacher sometimes does not know history or geography enough to give the class a few minutes drill, without the aid of the book. Grammar in some schools is viewed with reverential fear, and dread; the pupils, apparently, think that it is worse than useless; and the teacher has not sufficient tact to dispel unmeaning prejudices. In such cases I have impressed upon the teacher the fact, "that duty must be done;" and the teacher is always willing to do his duty. But although there are defects in the work, there are also many excellencies, and in time I have no doubt, the defects will be remedied. Taking the work of the past year, all in all, I have much pleasure in being able to report progress, and at the same time to promise further advancement in the future.

County of Northumberland.

Extract from Report of E. Scarlett, Esq., Inspector.

Of the 129 schools and departments of schools in this county, there are 10,685 pupils of school age, of which number three per cent. failed to attend the 110 days required by law. The average attendance is about fifty per cent. of the number registered. So long as the school tax is general and the payment of such tax compulsory, so long should it be in the interests of those compelled to pay such tax to see that the free school system is appreciated, and every advantage taken to profit by the $54,398 paid for Public School purposes in this county.

Of the 129 teachers at present employed in our county 87 are holders of Third Class Certificates, and many of these are of course *principals* of schools. Thus to put a premium on youth and inexperience is decidedly false economy. I confess I am surprised that no effort has been made to check the range of these boys and girls over the Province. Actuated by the purest parsimony on the part of ignorant trustees, some of our best schools have been placed in charge of these novices. Their weakness unquestionably is what they, with perhaps pardonable pride, are pleased to term the "lecture method"—a recent innovation much deprecated by our best men—a little of this, and a little of that, a little of anything and everything, but nothing thorough—an irregular and unsystematized jumble of rut-work, ruinous to regular habits of thought, and calculated to beget a deplorable degree of dependence in the youth upon whom it is practised. Pupils are talked at, and talked at, until they become passive, become dependent, become helpless, become witless. When asked what they are doing, when asked to give in their own language the synopsis of a lesson, when asked for anything where independence, or where originality of thought or expression is required, the answers are often simply stupid. "Why," said a farmer to me during an examination of one of our schools, "those pupils are not taught to think,"—and he hit it. They are not encouraged to think; they do not learn by doing; they seem to think they ought to learn only by hearing. This is "the lecture method," but our successful teachers—those under whom pupils at school make marked and rapid progress, long ago discarded such methods. One by one the young teachers, after a little experience, get out of the lecture method, and begin to teach the children something, and the children begin to show the effect of sound teaching, and the parents begin to appreciate, then the teacher who by experience has learned to teach, gets the offer of a little more salary somewhere else, there is a change, a fledgling with a new method of lecturing takes his place, and again for a term is an apprenticeship with a little of this, and a little of that, until the children become giddy, lose their heads, wander from regular habits of thought, and acquire habits from which they seldom if ever recover. I regard these changes of teachers as periodical sacrifices vitally affecting the best interests of this young nation.

Besides this very large number of Third Class Teachers, we have four First Class, thirty-four Second and four Special Certificates.

Many of our teachers are doing really excellent work, and after watching for nearly thirty-five years the ebb and flow of systems of teaching, and in my semi-annual visits during that time, having so often seen some of the very best teaching, I am not apt to fail to appreciate the genuine article or to be impressed by the fact that, whether by Plato, Socrates, or Matthew Arnold, the secret that underlies all true teaching is to get pupils thoroughly to understand what they are studying, and to learn by *doing* as well as by *hearing*. I sometimes regret to notice, that now and again, a non-progressive, inexperienced youth fails to see this, and I am often amused at the observations innocently made when some question is put, calculated as a "feeler" for thought—some practical, every-day, common-sense question, bearing directly upon the lesson and out of the common rut. Our progressive teachers are beginning to see that pupils must be encouraged to think. I would that all our teachers were thus impressed. In educational progress we may be congratulated, for of our county it is said that old Northumberland has produced more professional men than any other county in the Province.

COUNTY OF ESSEX—No. 1.

Extract from Report of T. Girardot, Esq., Inspector.

The year has been one of educational progress. Though our supply of legally qualified teachers, knowing English and French, for the French schools, was insufficient, those temporarily certificated were good scholars and fairly successful as teachers, and all could speak and teach English in a satisfactory manner.

The Commissioners appointed by the Government to visit the French schools, were welcomed by our French population, when they came last June to visit our schools, and their report on said schools, with two or three exceptions, was as good as could be expected; they found that English was taught in all of them, and that our French population, although very much attached to their mother-tongue and anxious to have it taught to their children, were equally anxious to have them learn English. In my humble opinion, the Government could not choose better men, men more apt to fulfil the task they had in hand. Their kind manners won them the sympathy of all friends of education. I am happy to say that the new regulations regarding French schools are carried out without any opposition, and that during the 19 years I have been inspector, I never found a single French Canadian who was not anxious that his children should be taught English with French. Being the language of the country people know that its use is absolutely necessary, and that with the two languages, they have immense advantages. If we compare the present position of our young French Canadians in this country with their position twenty-five years ago, we will find that quite a number occupy, not only here, but also in Detroit, good positions in the different professions: law, medicine, government and municipal offices, teachers, business men, etc. *These* are proofs of their wonderful advancement in education, and that they do not pretend to be behind others.

My great aim, since I am inspector, has been to do my utmost for our young population, and to encourage those who intend to embrace the teaching profession to attend the high school so as to prepare themselves for teachers' certificates; I am glad to say that the success, so far, has been satisfactory.

The number of schools is increasing gradually with the population in this country; comfortable school houses are built in new sections, and substantial ones have been erected in places of the old ones in the course of 1889. A sort of rivalry exists in improving school grounds, planting shade trees, providing new patented desks and seats, and furnishing schools with the apparatus required by regulations. It is to be hoped that before long all the schools in North Essex will be adequate in every respect. Notwithstanding the negligence of some parents in sending their children regularly to school, the bad state of the roads in some seasons of the year, and the prevailing diseases in some sections, the schools in general, French and English, have been well attended, and their progress with few exceptions, has been good.

I am glad to report that all our teachers, although belonging to different creeds and different nationalities, cordially sympathize with each other, and are united to work for the advancement of education. All understand that their great object is to impress our youth with those moral principles so essential to make good citizens and good Christians.

COUNTY OF ONTARIO.

Extract from Report of James McBrien, Esq., Inspector.

Our system of education is working with such force, energy, and effectiveness that pupils pass the non-professional examination for second and third class from two to three years sooner than formerly: and as these are the basis of qualification to enter the Model Schools to be trained for professional certificates, therefore the public schools are fast passing into the hands of boys and girls. Hence the majestic strength of our system

has become our deplorable weakness. Although these boys and girls are scholarly and a credit to any country, yet they do not possess that wisdom, experience, and maturity of judgment absolutely necessary to conduct a school so as to secure the reasonable ends of education. Unless some remedy is applied to this crying evil we have no solid grounds to hope for a glorious future for our beloved country.

Thus we see that we are not educationally perfect; but I am free to say that we were never before so near perfection, that is to say, in harmony with the laws of child nature. Teachers are progressing rapidly in the knowledge of themselves, of their subjects, and of the child.

Having a pre-eminently practical leader, we are constantly leaving our imperfections behind, and ever pressing forward with gigantic strides to the educational millennium when every Canadian will be developed and perfected to the last degree of which his nature is capable.

I am glad that the Honorable the Minister of Education has seen fit in his wisdom to have but one Entrance Examination in the year. This obstruction being removed, cram is ended, as the teacher has sufficient time to educate in the complete acceptation of the term: his goal should be Canadian citizenship.

The increased attention to the study of English literature is admirably calculated to achieve this glorious object. What is English literature but the embodiment of English soul or character, and that of her noblest sons with all their God inspired thoughts, principles, and purposes. These being incorporated in the character of our Canadian youth, they are morally and intellectually qualified as subjects of a perfectly free country like Canada.

Arbor Day is another milestone on our highway of progress and improvement. It marks the epoch of the cultivation of taste in the public school. Before its introduction taste was an unknown quantity. Where thistles formerly flourished, now we have beautiful beds of flowers delighting the eye and regaling the olfactory nerves. Instead of old tumble-down fences we see fences that would do no discredit to a gentleman's residence. I am proud to be able to report that nearly 5,000 trees have been planted out since Arbor Day began to revolutionize the environment of the schools. With respect to this, most assuredly old things have passed away and all things have become new.

County of Peel.

Extract from Report of Allan Embury, Esq., Inspector.

In submitting my first annual report upon the condition of the Public Schools in the county of Peel, I have to express my regret that, owing to my very recent appointment to the office of inspector, I am not in a position to report as fully as is desirable.

In the first place, I wish to put upon record my sincere appreciation of the many kindnesses I have experienced at the hands of my predecessor, Mr. D. J. McKinnon, whose timely advice and assistance have very materially enabled me to enter upon the discharge of my duties with more satisfaction to myself than would otherwise have been possible. To those who remember the condition of our schools in 1871, their present state affords a contrast by which may be gauged the value of the services of those who have, during the interim, administered our educational affairs and brought our schools to their present state of efficiency. Mr. McKinnon stands conspicuous among those who have been active in the noble work of building up our educational system, and giving it that consistency which the changing character of our times demands.

On the 5th and 6th December, I visited the model school at Brampton. Sixteen students were in training. Good work seemed to be done. Most of the students had acquired a good method of obtaining the attention of pupils, and seemed to understand

the objects of school discipline. At the model school examination, eleven candidates proved successful and were awarded certificates. Very many candidates showed a lack of mental grasp, and seemed unable to distinguish between methods, and principles upon which methods are founded. Our model schools are undoubtedly doing one good work. They are fast displacing educational empiricism; but the great danger of the system consists in entrusting the conduct of our rural schools to those who have not had sufficient experience of life to enable them to carry on the work of education in immediate connection with the facts of the pupils' surroundings. Young teachers find their illustrations in the ideal rather than in the commonplace and practical, and in consequence very many of our rural school children go through school life without the idea ever having dawned upon them that there is an intellectual element in the facts of their ordinary daily life. That the number of young teachers is on the increase is patent to everyone, and the danger just indicated is one that demands the attention of every educationist.

The recent intimation that there will likely be but one examination yearly for entrance to high schools is to be hailed with satisfaction by rural school teachers. Already the complaint is widespread, that many teachers are devoting too much time to the preparation of candidates for examinations. In the few schools I have already visited, I have found that the first and fourth classes are in much better condition than the intermediate classes. Comment is unnecessary.

From information furnished by the trustees' reports, I would say that the past year has, in this county, been marked by much improvement. Two new school houses have been erected, one in the township of Toronto, the other in Chinguacousy. Both buildings are substantial and attractive, The system of uniform promotion examinations continues to give satisfaction where the results are utilized in connection with the pupils' progress during the entire term.

United Counties of Prescott and Russell.

Extract from Report of W. J. Summerby, Esq., Inspector.

Teachers, Certificates, and Salaries.

Including the model school principal's assistant, there were 149 teachers employed during the year. The number of separate departments was 146; 68 of the teachers and 66 of the departments were under the more immediate supervision of my assistant, Mr. Dufort. 109 of the 149 teachers were females.

Of the 81 teachers under my charge, 1 held a first class certificate; 21 held 2nd class certificates; 55 3rd class; and 4 were untrained and temporarily qualified. 18 of the 55 third class teachers ranked as district 3rds.

Of Mr. Dufort's teachers, 1 held a third class; 1 an old county board; 51 districts; and 15 were temporarily qualified.

The average experience of the teachers is 4 years and 7 months, and they remain about 18 months in a school.

The average salary of male teachers was $338; of female teachers, $219; a decrease of $5 for males and an increase of $5 for females. Second class male teachers averaged $425; females, $295. In 1880, figures were $269 for males and $159 for females.

Pupils, Attendance, etc.

There were 8,750 pupils enrolled during the year, a slight increase. The average attendance was 3,749, or about 43 per cent. an increase of one per cent.

School Houses, Grounds, etc.,

We have 20 brick school houses, 2 stone, 33 frame, and 73 log. Three new school houses were built during the year ; a log one in a new section, and two commodious and well furnished frame buildings in two of our most flourishing sections.

I have to note an improvement in the care of the school rooms. The walls of most of them are adorned with pictures and mottoes, and flowers are cultivated in the summer season. But I am sorry to have to report a general negligence in the care of the school grounds which are frequently undrained and unfenced ; and, as a consequence, unplanted. In but few instances is there a supply of water on the premises, and outbuildings are rarely kept in proper condition.

Character of the Work done.

As noted above, all but four of my teachers have received professional training, and the work done in the schools is as a rule satisfactory.

The first steps in reading are now generally taught by means of the chalk and blackboard, the children reading and writing script from the beginning. The results are certainly better than by the old methods. Still I find that there is often considerable opposition from the people to this, to them new fangled way of teaching reading.

We pay a good deal of attention to the memorizing of poetry in all the classes from part II. upward. The benefits are many and obvious ; the chief being of course the storing of the mind with beautiful thoughts clothed in beautiful language, and the consequent development of a love for good literature. I believe that a boy who has been made to read, learn, and inwardly digest the choice gems of literature to be found in our school readers, will insensibly learn to love the flavor of good mental food, as he will learn to love the flavor of good fruit by the eating of good fruit.

In temperance we have made a beginning. Most of the teachers give a short lesson orally about twice a week, and in a few of the schools the pupils have the text book. At the recent entrance examination some of the candidates made high marks in this subject.

A few of our schools prepare candidates for the teachers' examinations, but this work is now generally left to the high schools.

On the whole I believe our schools are doing fair average work, as is evidenced by the standing of our pupils when they come into competition with pupils from other counties at examinations.

Teachers' Institutes.

Besides the ordinary annual meeting and the special institute for the French teachers, we had several local meetings during the autumn at which excellent work was done. 110 teachers attended the institutes during the year.

The French-English Schools.

The report of the commissioners has made you so thoroughly acquainted with the condition of these schools in May last, that it is necessary for me to report only on what we have done since that time.

The Plantagenet Institute was in every way a success ; the attendance was large and the work done was good. Every teacher present went back to his school prepared to do better work, and well satisfied that the week was well and profitably spent. I am glad to see that we are to have similar institutes annually for some years to come.

The instructions respecting text-books, the course of study, religious instructions, etc., were distributed as soon as received.

It is a pleasure to me to be able to report that the model school for the training of teachers for these schools is now in active operation, having opened on the 13th January, with an attendance of over twenty students. On my first visit to the school I found teacher and students working hard. Especial attention is given to practice in English conversation.

The new readers are now being introduced into the schools with all possible despatch. Of course it will take some little time to make the change, especially in the remote schools.

County of Simcoe—East, and Muskoka.

Extract from Report of Isaac Day, Esq., Inspector.

The year 1888 was, on the whole, from an educational point of view, a year of progress. Six new schools were opened. The parents were generally alive to the best interests of their children, hence the attendance was as regular as could be expected. The teachers, with one or two exceptions did faithful work. Twenty-two pupils from the town of Gravenhurst and from Muskoka, passed the entrance examination. The apparatus of the schools, though not up to the standard, was much improved. In fact, as much was done last year as could reasonably be expected.

County of York—North.

Extract from Report of A. B. Davidson, Esq., Inspector.

There were employed 101 teachers, of whom 56 were female at an average salary of $309, and 45 male at an average salary of $467, qualified as follows: 3 first, 36 second, and 56 third class Provincial certificates, and 4 first and 2 second class old county board certificates.

In the inspectorate are 86 school houses, 33 of which are brick, and 53 frame or concrete. Of these school premises, 75 are freehold and 11 are rented. One additional school house has been erected at Brownhill, on account of the formation of a Union S. S. formed out of parts of the four townships, Georgina, North Gwillimbury, East Gwillimbury and Scott in the county of Ontario.

The estimated value of the sites and building is $108,365.00, making an average of $1,260 for each school.

In the matter of accommodation and equipment, I have no special change to report. North Gwillimbury still occupies the first place in indifference on this subject. With two exceptions all the school houses in this township are old, cold and unsightly, the play grounds generally treeless and without any signs of taste or care, and the seats and desks chiefly of the old bench pattern, richly carved by the school boy and his jack-knife. In the centre and southern divisions of the inspectorate, the accommodation and equipment are very generally good.

In the inspectorate are 773 maps and 83 globes, making an average of 9 maps and nearly one globe to each school.

The estimated value of furniture and equipment is $10,885, or on an average of $126 for each school. For heating purposes the furnace is slowly but surely replacing the stove, much to the comfort and convenience of the children.

Arbor Day was marked by the planting of 630 trees, a general cleaning up of the play grounds, and the formation of flower beds.

The expenditure on education account exclusive of Aurora and Newmarket, was $46,529, and the receipts were $55,114.

The following will shew the average cost per pupil, in each of the municipalities, given below.

Municipalities.	School Population.	Total Expenditure.	Cost per pupil.
		$ c.	$ c.
North Gwillimbury	492	2707 00	5 50
Georgina	755	4595 00	6 00
East Gwillimbury	954	5958 00	6 24
Whitchurch	1,110	7820 00	7 00
King	1,522	11489 00	7 54
Vaughan	1,327	9938 00	7 48
Holland Landing	116	843 00	7 27
Richmond Hill	209	2007 00	9 60

The average for the inspectorate was $7.08, and of the Province for the year 1887, $7.59, so that the average cost per pupil in North York was 51 cents less than the average cost per pupil for the Province.

The usual uniform promotion examinations were held. At the spring examination 889 pupils wrote, and at the fall examination 717. The benefits derived from these examinations, are at no time more apparent than when pupils from counties, where no such examinations are held, come into our schools. These pupils are almost invariably unable to enter the same classes in ours, as they held in the schools they left. Were uniform promotion papers prepared by the Education Department, and furnished at cost price to all schools that desired them, we would soon have these examinations extended over the Province to the great advantage of public school education. I know of no means, when wisely used by the teacher, that assists him so efficiently in classifying his school, stimulating his pupils, and in creating an interest in the minds of parents.

In no department of the teacher's work has so great an advance been made of late years as in the primary. This advance is chiefly due to the diffusion of a knowledge of the principles and methods peculiar to the Kindergarten system. Seeing almost all the teachers have primary work to do, it is of great importance that all those entering the profession be made acquainted with the principles and methods of this system. This can be done best by having a Kindergarten department at each of the model schools, and I would here most heartily recommend this matter to your consideration, in the hope that you will by a small money grant, or otherwise, induce the model school boards to establish a Kindergarten at each school, at least during the term the teachers are in training.

The intermediate and advanced classes are generally much better taught than the primary, and will be until teachers are better acquainted with Kindergarten methods. The work of the intermediate classes is tested by the uniform promotion examination, and of the advanced classes by the entrance examination, at which examination 278 pupils in the north inspectorate wrote last year. Of these 162 wrote at Newmarket and 67 passed; 42 at Aurora and 21 passed (only one examination was held at Aurora), 74 wrote at Richmond Hill, and 41 passed.

In some districts a desire has been expressed that fifth class work be taken up more generally and thoroughly, so that pupils after passing the entrance examination may be able to prosecute their studies for one or two years longer, without being under the necessity of going to a high school.

The following figures will show to what extent fifth class work is taken up at present. In the township of Georgina, 14 pupils; North Gwillimbury, 8; East Gwillimbury, 14; Whitchurch, 6; Vaughan, 11; King, 29; Holland Landing 3; Richmond Hill, 0; and Woodbridge 8. In all 93 out of a school population of nearly 7,000 or 1 in every 75 pupils.

The Newmarket Model School was attended by 13 teachers in training, and 12 passed the final examination prescribed by the Education Department. Almost all of these are now teaching in this inspectorate. The accommodation in the model school has been

somewhat limited, but I am glad to be able to state that steps have been taken to erect a new and commodious building, modelled after the latest and best designs in school architecture.

The annual convention of the teachers' association, was held at Newmarket, and was conducted by Dr. McLellan of the Education Department, assisted by several of the most prominent teachers in the inspectorate. On the evening of the first day Dr. McLellan lectured to a good sized audience in the town hall, on "Critics Criticised." The association met at Aurora in the fall. At this meeting all the sessions were devoted to the study of English and music, with the view of assisting the teachers in their employment of these branches in the schools. Mr. W. Houston, parliamentary librarian, conducted the classes in English, and Mr. A. T. Cringan, director of music in the city schools, conducted the classes in music. Each meeting of the association was attended by between 70 and 80 per cent. of the teachers. These meetings are specially helpful to the younger teachers, and afford a splendid opportunity for the diffusion of all that is progressive in educational work.

In conclusion let me call your attention specially to an ugly blot on that which would otherwise be a very fair page. 285 children between the ages of 7 and 13 are reported as not attending any school and 1,663 of the same age as not attending 100 days as required by law. In all 1,948 or 2 pupils in every 7 are deprived, in almost all cases by their parents, of their educational birthright provided for them by the public and secured to them by law.

District of Nipissing.

Extract from Report of Rev. George Grant, Inspector.

There are in the district 20 public school sections; 8 R. C. separate schools and one Indian school.

The settlements are chiefly in townships lying along the line of the C.P.R., so that all the public schools with one exception, lie within easy reach of the C.P.R. stations. There are nine organized townships, Bonfield, Calvin, Cameron, Mattawa, Papineau, Springer, McKim, Widdifield, and Ferris; Four large and rapidly growing villages, Mattawa, having a public school, with one teacher, and separate school, 3 teachers; North Bay having a public school, with 3 teachers, and a separate school, 2 teachers; Sturgeon Falls having a public school and separate school, one teacher each; Sudbury having a public school and separate school, one teacher each. Although the population in both villages and townships is largely mixed, English and French, the question of bi-lingual teaching has not been raised. All the teaching in the public schools is done in English. The text-books used, in every case, are the text-books authorized for use in the public schools of Ontario.

The teachers are all English speaking and hold district or provincial certificates. There is only one temporary certificate in the district, and that is held by an experienced teacher whose certificate had expired. During the year 14 public schools and departments were in operation; 17 teachers altogether taught within the district, qualified as follows: 4 held second class provincial certificates; 5 had been trained in model schools; 6 held district certificates and 2 temporary certificates. The highest salary paid to a male teacher was $600, the highest to a female $350.

I made a tour of the schools of the district in January, but found that only five schools and departments were open at that time, viz., Mattawa, North Bay, Sturgeon Falls, Sudbury, and Nipissing Junction. In company of the Indian superintendent, I took part in the opening of the Indian school at Beaucage when out on this visit. About the middle of September I again visited the district, and found the country schools in Calvin and Bonfield open and doing good work. In the meantime an additional depart-

ment had been opened in North Bay public school; a new building erected in No. 1 Cameron, and new buildings under way at Nipissing Junction and Sudbury. At this time the Sudbury public school was closed on account of a slight outbreak of diphtheria; it was re-opened before the close of the year.

The settlements and everything else in this district are new, but the outlook from an educational point of view is hopeful.

District of Parry Sound.

Extract from Report of Rev. George Grant, Inspector.

School Sections—To the 90 reported last year, six new school sections have been added, making in all, with four Indian, 100 school districts. During the year seven new school houses have been built, two of them to take the place of buildings burnt in 1888. We have now, counting the Indian, 88 school houses, fairly well equipped with blackboards, maps, reading tablets, desks, and other needful furniture.

Schools in operation—The number of schools and departments in operation during the year or part of the year, was 89. About the beginning of the year, the schools in the north-eastern part of the district suffered some disturbance from a violent outbreak of diphtheria. The disease assumed an epidemic form in and around Nipissing, Alsace, Barrett, Commanda, Restoule, Loring and Dunchurch. As a consequence the schools in all these parts had to be closed for a time. However, through the prompt and decisive measures adopted by the Government, the malady was soon circumscribed and ultimately stamped out, so that the schools were enabled to resume work again by the end of the first half-year. Notwithstanding the hindrances from this cause, the year has been a fairly prosperous one for our schools. 68 were able to continue work throughout the school year.

Teachers—The district employed 89 teachers, but as 19 schools changed their teachers 108 altogether found employment within the year in the district; 30 males and 78 females.

Qualifications—69 had literary qualification only, 39 were professionally trained as follows: provincial first class, 2; provincial second class, Normal, 7; provincial literary, model trained, 4; third class, model trained, 26; remainder 69, district.

Temporary Certificates—There are no teachers holding temporary certificates employed in the public schools of this district now. The only temporary certificates in the district are held by Indians, teaching in Indian schools; and even these will not be allowed one day longer than is absolutely necessary.

Examinations—High School entrance examinations and examinations for district teachers' certifiates, were held, as in former years at Parry Sound and Burk's Falls. 25 candidates passed the entrance, as against 15 in 1888, 8 in 1887, and 1 in 1886. For teachers' certificates 41 passed, 9 for three years, 18 for two years, and 14 for one year. A fee of $2 was imposed on candidates writing for teachers' certificates. This step was taken first in order that applicants might, as in other parts of the Province, bear part of the cost of their examination, and second because the supply of teachers has of late been quite up to the demand. No fee was required of entrance candidates.

Visits—I made one visit to all the schools that were open during any part of the year, with the exception of three. One of the three was closed on account of diphtheria at the time of my first official visit. The other two have been open for only a short time this year. Made a second visit to 39, including all the larger schools and such as could be most conveniently reached.

Teachers' Institutes—The association held two successful meetings, one at Parry Sound and the other at Burk's Falls, both under the able management of Wm. Houston, Esq., M.A. The meetings were well attended and all the exercises of a practical and

profitable character. There is a strong and growing wish amongst the teachers, to have the District Teachers' Association, divided officially into the Western and Eastern sections or associations.

Expenditure—The following figures taken from the reports of 1888, show conclusively that the people of this district take a warm and deep interest in their public schools, and are making praiseworthy efforts to sustain them. Expended on education $26,000. Raised by taxation for school purposes, $18,650; paid to teachers in the public schools, $17,927; average salary paid to male teachers, $286; average salary paid to female teachers, $243; highest paid to male teacher, $600; highest paid to female teacher, $375.

CITY OF LONDON.

Extract from Report of J. B. Boyle, Esq., Inspector.

The attendance in all respects differs but slightly from that of the year preceding; but I feel convinced that the style of teaching in most of the classes shows a very decided improvement, and the general intelligence of the scholars, grade for grade, is equally marked. I have read a great deal lately from various writers of the injurious effects produced upon the minds of our pupils, and even upon their real progress, by what they are pleased to call cramming. Whilst I know that cramming does exist, and what is more, the higher the institution the greater and more thoroughly organized is the system of cram, still I would feel obliged to any of these gentlemen were they to point out wherein the cramming consists in these schools, and in what classes it most prevails. There is not much room for the application of cram in teaching a child to read, nor in learning the multiplication table and other elementary work. In teaching the simple rules our teachers make the principles clear, and then proceed on the practical application of these principles; but it happens that the latter may be retained and the former forgotten. This difficulty can be overcome only by constant reviews by the pupils, under the careful supervision of the teacher—a duty which is carefully and frequently impressed on every teacher, and generally carried out in practice. This method is pursued in every case where possible, and an examination of the classes will prove this.

I have often drawn attention to the great loss of valuable time occasioned to the pupils of our schools by irregularity of attendance. I am afraid that many of the parents do not quite realize the extent of this loss and its serious effects, especially in its bearing upon their material prospects in the future. There is but a small percentage of the youth of the city who leave school with even a fair English education. Necessity causes some to withdraw, an impatient desire to be doing something for themselves and making a little money, send others adrift when they are just beginning to see the uses of education—when their minds are becoming so far developed as to understand what is taught, and to enable them to master the principles which underlie the various branches of their course with much greater facility. I have already admitted that parents cannot always control their domestic affairs to such an extent as to keep their children at school when these affairs require that the efforts of their children must be made available to promote the comfort of the family. But these cases cover but a small part of the evils to which I have alluded, for while I admit and deeply regret the necessity that demands this sacrifice of the best interest of the child, this has but little to do with that irregularity of which I complain. What I desire more particularly to insist upon is, that while the child is permitted to attend school he should attend punctually every day, unless when sickness in his own case or in that of his own family intervenes to prevent him. This loss of time represents seventeen per cent. of the monthly average over all the public schools of the city; and when we consider that three-fourths of our pupils attend pretty regularly, then this will increase the percentage of loss of time to about fifty per cent. to the class mentioned. Then the question arises, what amount of instruction can a teacher

impart or a pupil receive in this short period of attendance, when, of this same period, one-half is wasted through irregularity? Compulsory attendance, as provided by statute in many countries and states, may be considered harsh and arbitrary and an undue interference with the rights of parents and the liberty of the subject; but when the legislature of a country believes that the education of the whole nation is for the advantage of the nation, and especially when the Government charges itself with the cost of this work in part, it becomes an imperative duty on the part of this Government to provide that this expenditure effects the national good expected. Still further is this reform required when manhood suffrage already obtains in so many countries and is evidently imminent in so many more. If universal suffrage is to constitute the law-making power in the state, then the legislature will act wisely in providing that its master, the ballot-box, is sufficiently intelligent to use its power discreetly. Notwithstanding the expressed opinions of many able men to the contrary, I think it may still be accepted as a fundamental truth that an intelligent community is the more likely to be a moral community, and undoubtedly the moral community is the more pleasant and profitable one in which to live. Every argument is, I think, in favor of giving the youth of our city a solid public school education, to prepare and equip them properly for fighting the battle of life successfully, and for discharging their duties as citizens honestly and patriotically. Now, when the means have been provided for this, as liberally as we find them in London, it is surely the duty of every parent and guardian to labor earnestly in conjunction with the Board to make this work of preparation as complete and perfect as possible.

Our school houses are beginning to show a little more of the spirit of the age in which we live, and the representatives of the people on the School Board are becoming imbued with this spirit of improvement in the school architecture which now seems to dominate every city, town and village in Ontario. Hitherto our school houses were pest houses, better calculated to generate and spread contagious or infectious diseases than to promote the mental and moral training of the rising generation. Until a comparatively recent date we had not a single school in the city adapted to the work for which it was designed, and fitted, in a sanitary point of view, to promote the health and comfort of the children with which they were packed. In many cases the crowding was excessive, the ventilation was defective, the light dangerous to the eyes, and the atmosphere highly deleterious to the health of the children. Let the people consider the condition of that old Central school house, originally designed for six class-rooms and now divided into twelve, having the children huddled together in less than half the space the law demands, the teacher's platform a mere strip, bringing the teacher within a few feet of his class, and in eight out of the twelve rooms having about one-fourth of the area of blackboard required, and they will hardly be so thoughtless, so inhuman, so cruel to their children as to condemn this noble effort on the part of the Board of Education to mitigate this suffering on the part of the innocent children, and secure more sanitary conditions for both teachers and pupils. Let me ask those parents who gave their votes in condemnation of this action of the Trustees, by which one class-room in Waterloo South into which one hundred and fifty pupils were crammed, and another in Horton very little better, were relieved, and the little sufferers removed to pleasant, roomy, well ventilated quarters, provided with every requisite for health and study and development of mind and body. Was this action right or wrong? Was it in the way of progress or the reverse? Was it calculated to promote the work of education among us and secure to our children, so far, a sound mind in a sound body?

I do hope, most sincerely, that this spirit of progress, so auspiciously begun, will not be suffered to languish until the three school houses, which are pretty well designed, shall have been doubled in capacity and provided with every healthful, cheerful and needful requisite in accordance with modern ideas of what a school-house and its equipment ought to be. I hope, also, after these improvements shall have been effected that our city authorities, actuated by more liberal views in the matter of education, will feel disposed to erect in the north-east quarter another such building as that on Simcoe street, and thus prepare the way for the introduction of the entire public school course and the more effectual education of our city youth in every branch necessary to a successful

career in either mechanical or commercial pursuits. The number of pupils that reaches the high school out of our four thousand pupils is a mere trifle, and the ratio of such entrants will decrease year by year as the population increases, and a provision of this kind will then be found indispensable. This will be found the only effectual method of securing to all the blessings and advantages of a thorough English education, and this is all that nine-tenths of the people wish or require. It is a notorious fact that of those who enter the institute but a small number remains long enough to profit to any appreciable extent by such a step, and many of the parents feel the cost of books rather onerous. It would, therefore, be both wise and economical to provide a complete course of public school education for the youth of our city, and let it be done here as it is done in Toronto and other places, make the course agree pretty closely with the provisions of the law and regulations. This will meet all the demands of the Board of Trade for more specific instruction in at least two or more classes if required. The work necessary will be done more efficiently and more economically in this way than it is at present, and will be easily extended with the growth of the city and the increase in the school-going population.

But it may be objected by some of our municipal economists that this means initial expenditure and that the people are already over-taxed. Let us concede the latter point without enquiring too curiously as to the parties to whom must be attributed the blame, if blame there be, for this improper use of public funds. Which Board has handled the money that came into their hands from the taxes of the people with the greater care, judgment and economy? Whose expenditure of public funds has resulted, and will result, the more beneficially for those who furnished these funds? How many of those who are now being educated in these new and improved school-houses will, in after years, recall, with feelings of gratitude, the names of those who opposed so bitterly this improvement in school architecture and in providing this healthful and convenient style of school building? How many of the parents of those children who now enjoy, for the first time in their lives, the pleasures, the advantages and the sanitary effects of roomy, well-furnished, well heated, well ventilated class-rooms, will come out boldly and openly and condemn the action of the Trustees in having made this noble provision for them and theirs? I do not believe that a single parent who has children attending this school will do anything of the kind.

One might also ask which of these two municipal bodies has the more valuable assets to show for the expenditure incurred by each? Why that of the one will remain through the ages as a monument of the public spirit, the sound judgment and disinterested devotion to the public weal, while the other may point to their assets of an enduring kind, provided they know where to find them.

For many years past an increasing demand has been made for a higher and more advanced style of education in our public schools, at least in one or two classes. It may be said, however, that the Board, actuated by a desire to restrict the annual expenditure as far as possible, has hitherto shrunk from incurring this outlay. But is it really necessary to expend money in order to have in our city classes such as I have already mentioned? By no means. It was always designed that one class in Simcoe street should be of a higher grade and have taught in it a full course of commercial and mechanical education. A second of a similar kind might be opened in the old Central school, in which there are at this moment four class-rooms unoccupied and two more in the wooden building beside it. Here, then, are the means of opening the two classes at once, and so completing our public school course, and relieving the pressure upon the Collegiate Institute. I need scarcely allude to what has been said of the illegality of such a step. The School Law and Regulations both provide for it, and what has been assumed as prohibiting such an act is only a recommendation by the Minister of Education, but without force to bind or loose the free action of any board of trustees in Ontario, and certainly never was intended to hamper the City of London in the laudable effort of the people to provide a proper course of education for the youth of the municipality. The course, therefore, is clear, no obstacle in the way, and all that is necessary is that the Trustees should take the initiative and the work will be done.

But it may be said the old Central school house is a doomed institution. The city council will soon be claiming it in the terms of agreement between them and the Board of Education. Quite true, but it would not cost much to remove the old gymnasium from its present site to the north-east corner of the grounds, and thus Mr. Carson's old class-room, the best adapted among them, and already properly furnished, can be made available for the purpose designed, and all this can be accomplished at a trifling expense. There is, therefore, no necessity to delay this very desirable improvement until more of the school houses projected but not yet finished can be made available for this purpose. All, I believe, are convinced that such a step is highly desirable and will be found advantageous. Then why should it be delayed, and why should not the people have the advantages expected to accrue from such a step at once when the way is clear to enjoy them?

I am happy to be able to testify to the ability and earnestness of our teachers in their several grades of labor and usefulness. Many of these teachers are highly qualified for their important work, both by learning and experience, and the system, as it prevails, has induced a wholesome emulation among them, of which the community has reaped the advantage.

The Board and citizens have lost the services of two most excellent, successful and conscientious teachers during the year. Miss Yates taught in this city for about twenty-eight years, and was, in my estimation, second to no teacher on the staff, judged by any test that might be applied. Her scholars and co-workers will long remember her with feelings of affection and warm sympathy; nor need they hope in a hurry to look upon her like again.

Mr. A. T. Hobbs, too, was an excellent teacher, faithful, earnest and thorough in his work, and I am truly sorry to have lost his assistance as he was a very great favorite with his pupils and fellow-teachers. However, we may hope he has made the change in his profession for his own advantage, and, therefore, we can all wish him success in his new career.

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2. Roman Catholic Separate School Inspection.

Report of Cornelius Donovan, Esq., M.A., Inspector, Eastern Division.

The following is my second annual report on the schools of the Eastern Division. As it exhibits a marked improvement in school affairs in general, I confidently hope that you will find it worthy of examination.

1. *What the Figures show.*

When I had finished my round of inspection there were 123 school houses in the division, or an increase of 11 schools since last year; the number of teachers was 274, or an increase of 26; and the number of enrolled pupils was 12,667, being an increase of 615. I twice visited the schools in the city of Ottawa, partly on account of their importance, but chiefly with a view of changing the order of inspection for next year. Three rural schools were unvisited on account of severe weather, and two because of their recent establishment. Three schools were closed at the time of my visit, but I have learned that they are now in operation. Two new sections formed this year—not enumerated above—have not commenced school work yet.

Of the cities, Ottawa shows an enrolment of 3,800 pupils and 78 teachers, Kingston has 775 pupils enrolled and a staff of 17 teachers, and Belleville 322 pupils and 6 teachers. Of the towns, Cornwall comes to the front with 707 pupils and 9 teachers, then Peterborough with 558 pupils and 11 teachers, Pembroke with 426 pupils and 8 teachers, and Lindsay with 391 pupils and 12 teachers. Among the village schools Alexandria leads with 355 pupils and 6 teachers, followed by Renfrew with 300 pupils and 4 teachers, Mattawa with 241 pupils and 3 teachers, and Arnprior with 233 pupils

and 3 teachers. Of the rural schools, the largest is No. 2, Cambridge, with 198 pupils, but only 2 teachers, then No. 4, W. Hawkesbury, with 187 pupils and 5 teachers, and No. 7, E. Hawkesbury, 137 pupils and 2 teachers.

2. *How the Trustees have done their Duty.*

Within the year a great deal has been done to improve the character of the accommodations and equipments. Ottawa has erected four new handsome brick schools, containing in all 18 class rooms, with halls, offices and play rooms, all well provided with modern comforts and conveniences. Kingston has increased its facilities by putting up a neat brick school on the outskirts, thereby conferring a great boon on the residents of that quarter. Cobourg has at great expense thoroughly overhauled, renovated and extended its accommodations, and now stands in the front rank of urban schools. Trenton from the four room school of last year has expanded into a handsome, well appointed brick building of six class rooms and a large assembly hall, giving abundant provision for future requirements. Almonte this year appears in an entirely new dress—ample, pretty and comfortable—making altogether a very creditable appearance. North Bay, far back in Nipissing, 250 miles from Ottawa or Toronto, has put up a fine brick school that would do credit to either city. S. S. No. 7, North Crosby, a backward section with very limited means, has secured a neat, snug frame school under circumstances that render it, perhaps, the most enterprising and serviceable undertaking in the division. The other sections that have built or improved are No. 7, Kitley, 15, Nepean, 12, Lochiel (a), Arnprior and Portsmouth.

Improvements in equipments have kept pace with those in building operations. Several schools, last year disfigured by antiquated desks and seats, have discarded these and introduced new and modern furniture. Maps and blackboards have been similarly dealt with, and grounds and outhouses also made considerable improvement. In general, trustees and other authorities are to be congratulated on their vigorous, enterprising and productive efforts during the year. It is true that there is still much room for improvement, nevertheless it must be considered that inferiority in accommodations and equipments is in most cases due to financial weakness, the number that could have done better things and have not done them being limited to some half a dozen.

3. *Work of the Pupils and Teachers.*

Taken altogether the schools have made decided progress during the year, and with a few exceptions they exhibit a satisfactory degree of proficiency. Where educational deficiency exists it is mainly due to overcrowding, the teachers being required to do more work than can be accomplished with justice either to themselves or to their pupils. All the subjects of the school programme are in the main faithfully pursued. In Ottawa a regular kindergarten class has been opened under fair auspices, and it is hoped that this example will be followed in other places.

Fifty-six teachers are of the male and 218 of the female sex ; 144 are members of religious orders. In these 274 teachers there are, as in all other systems, various grades of ability. Many are excellent teachers, the majority are possessed of at least average professional skill, while, with few exceptions, all do their work with admirable zeal, fidelity and success.

The places doing Fifth Form work are Ottawa, Lindsay, Kingston, Peterborough, Westport, and to some extent Egansville and Vankleekhill. Particulars of the standing of each school can be seen in the various detailed reports regularly sent in, and copies of which were duly forwarded by the Department to the different school boards.

4. *High School Entrance Examinations.*

During the year that elapsed between my two visits one hundred and seventy pupils passed the High School Entrance Examinations. This number I consider to be about the proportion for the Separate Schools of this division. Moreover it shews an increase of about 50 per cent. over the number that passed in the corresponding period indicated in my previous report. At the recent July examinations fully 60 per cent. of the Separate

School candidates were successful. In Arnprior and Pembroke the percentage ran as high as 86, while in Kingston, Cobourg and Almonte it reached 100. These returns do not include the city of Ottawa or the boys' schools of Kingston, examinations being held in both places for promotions to their own Fifth Forms. If these promotions were included the number given above would reach at least two hundred; and if passing these Entrance Examinations be looked upon as a criterion, the Eastern schools are quite able to hold their own. While on this subject I take the liberty of remarking that in my opinion the practice of holding two Entrance Examinations in the year exercises an undue pressure on the general work of the schools, and that if only one were held more time would be afforded for that deliberate and thorough preparation, without which there can be no durable knowledge.

5. *English Teaching in French Districts.*

Within the limits of this division there are 42 schools in which all or a majority of the pupils are French speaking children. English is taught in every school that I visited, though not to the same extent in all. It is understood, of course, that infant children—those spending their first year in school—are dealt with entirely in the French language, as being the only tongue with which they are at all acquainted. In the city of Ottawa a staff of English speaking teachers go regularly through the French classes and teach English reading, spelling, writing and language lessons up to Form IV., and to the pupils of this Form all the English subjects belonging to it. The other French schools are in rural districts; only two of these have not yet passed the work of Form I. in English, but the majority are doing at least Second Form work, while eight schools include the Third Form, and four others the Fourth. Several of the teachers are English speaking, most of the others—French Canadians—know English remarkably well, and only some half a dozen are unable to converse in English, but yet able to translate ordinary English readily. As a body their teaching ability is unquestionably good, including among other excellent features a peculiar vivacity and sprightliness; the results of their efforts are in the main satisfactory, especially if we consider the dual nature of their work. It is only necessary to add that all concerned in these schools, including trustees and ratepayers in general, are both willing and desirous to have English taught to their pupils, and that in this matter they are honestly endeavoring to achieve the best possible results.

6. *The Business of Inspection.*

In carrying on the work of inspection as far as the pupils were concerned, I made use of both oral and written tests; but although the results were in general satisfactory, I paid more attention to the way the business of the school was conducted. Every experienced teacher knows that various causes may exist at certain times, owing to which a class will not exhibit its normal condition, therefore, in estimating the educational worth of a school, he will note the method and manner of the teacher as well as the general bearing of the pupils, as it is on these features that the success or failure of the school largely depends.

Two sets of examination papers were issued by me during the year—one in May on grammar and composition, and the other in November on history and geography. Both were well received, and the work was faithfully performed by both teachers and pupils. They were intended not only to exercise the pupils, but to serve as a guide to the teacher's work; and having been prepared without reference to any particular text-book, they sought especially to cultivate independence of thought and method.

7. *Summary of Statistics.*

Number of	School-houses	123
do	Teachers	274
do	Pupils enrolled	12,667
do	Classes visited	330
do	Miles travelled	5,000

Hamilton, December, 1889.

3. Indian School Inspection.

Extracts from Reports of Inspectors on Indian Schools.

M. J. Kelly, Esq., M.D., Inspector, County of Brant.

Indian Reserve, Township of Tuscarora.

There has occured no notable change since the date of my last report. The condition of the school rooms and grounds was found generally satisfactory; the diligence and management of the teachers, as a rule, commendable, and the appearance, attention and order of the pupils, praiseworthy. A new school house has been erected and a new school opened near Beaver's Corners, the detailed account of which will be found further on. Such other improvements as have been made within the six months will be found noted in itemized description of each school.

I commenced my tour of inspection on May 17th. Visiting in the morning the Thomas School on the Council House Line, and in the afternoon the Red Line Mission School.

1. *Thomas School*—A Band School. Teacher, John Miller, (white), salary paid $360 per annum. The house (frame) is inferior and the equipment meagre, consisting of a small clock; 2 lamps; 2 maps of the world; map of United States; map of North-West Canada and 2 maps of Ontario No desks for pupils, no chairs for teacher and visitors; nothing new. The thoroughness of the work done, however, atones for the scanty equipment.

The following is the paper submitted in arithmetic:—

(1) $\frac{3}{4}$ of 16 is $\frac{1}{3}$ of what number? (2) Find cost of farm 200 rods long and 00 wide at $80 per acre? (3) A house and lot are worth $12,000, the lot is worth 1/5 the house, find worth of each? (4) If 3 men in 4 days of 8 hours, each cut 24 cords of wood, how, many cords will 10 men cut in 8 days of 12 hours each? (5) What principal at 5 per cent. will amount to $5,600 in 8 years? (6) A man has 2 farms, one he sells for $5,000, losing 20 per cent., the other for $6,000, gaining 25 per cent. Does he gain or loose on the whole transaction? Three pupils got correct solutions of all. Several of the pupils draw with considerable skill. On roll 44, present 30, average 36. Attendance fairly regular. Order excellent. A pupil of this school has just passed the entrance examination standing in a class of 102.

2. *Red Line Methodist Mission School*—The house here (frame) has been moved a little nearer to the church, both being enclosed by a picket fence. A large new porch has been built in front to be used for caps, etc., and a smaller one behind. Desks and seats similar to those of the Board Schools. Equipment besides. Small globe, ball frame, maps of Dominion, World and Europe; one small blackboard; no clock; good supply of books. On roll 23, present 10, attendance regular. Children often late. Half an hour each day is devoted to a lesson in Scripture. Order improved.

3. *No. 3, Board School* (Smith's School)—This school was inspected on the 6th of June. White house with porch in front, cupola and bell, large wood house in the rear, walls of room, floor (except that of lobby) and furniture fairly clean. Equipment pretty fair, though a better supply of readers is needed. Ground enclosed with wire fence. Closets clean. Six elms and two maple trees alive and looking well. Teacher, Miss Sarah Davis, several years in charge. On roll 32, present 13. Diphtheria in section (eleven cases since first of March), the alleged cause of the small attendance. Average about 16. Attention and order satisfactory.

4. *Board School No. 7*—Strong school house. School room clean; good clock; stove polished; grounds clean; many trees dead; wire fence; fair equipments; nothing new. Miss Russell, teacher. On roll 56, present 42, average 25. Attendance reported regular. Order good.

5. *No. 8, Board School*—In Pine Grove opposite Kenyengeh Church. Miss Lizzie Davis, teacher. This school was inspected 7th June. House, frame, with porch for hats, etc., cupola and bell; floor, walls and furniture clean; a little plaster off ceiling; small globe, large chart of animal kingdom, tablets, press for books, good stove on elevated brick platform, slate and wooden blackboards, clock, maps of world, etc., no ball frame, no Oliver and Boyd's object cards. School opened and closed with prayer, children kneeling and repeating the Lord's prayer. This is the common practice in these schools. Number on roll 38, present 23, average 20. Order good.

6. *No 2, Board School*—Near Council House. Miss Floretta Maracle, teacher. School room in fair state, fair equipment, clock, maps of world, Dominion and animal kingdom, new supply of books and brooms, grounds enclosed and in fair order, closets in satisfactory state. Number on roll 34, present 26, average 24. Order good.

7. *No. 11, New Board School*—Near Beaver's Corners. Miss Francis Davis (Indian), teacher, 20 years of age; passed entrance examination a year ago last Christmas; salary $250. New frame house with cupola and bell, building nearly square, no porch in front, lobbies project inwards from front doors and used for caps, hats, etc. House painted of a drab color externally; internally the walls of the school room and the ceiling are lined with narrow plank boards, varnished but not painted. The wainscot below is lined with oak or ash, fluted in ornamental fashion. Good teacher's desk on elevated platform, seats and desks of pupils also satisfactory, good clock, press for books, new stove on brick platform, six chairs, new tablets, slate blackboard, no globe or maps yet, grounds not yet enclosed, two closets. On roll 41, present 14, average 19. Except the Beaver's, Lotts and Smiths, all pagans in the vicinity, Cayuga the common dialect.

8. *No. 10, Board School*—Fine brick house a concession nearer the river than the Council House and 1½ miles further east. School room very well equipped, floor and walls clean, grounds and outhouses in satisfactory state, nothing new added to equipment since last visit. Teacher, Mr. John Lickers. On roll 51, present 34, average 35. Order good.

9. *Mississauga Methodist Mission School*—Supported by the Chippewa Band. Miss Mary Murray, (white), teacher. This school was inspected the 26th of June. House, frame, on town line between Oneida and Tuscarora townships; new floor needed in school room, clock new, desks and seats painted green with brown borders, walls papered, black boards, Gage's tablets, small globe. The grounds have been recently enclosed by a board fence which is to be painted. On roll 38, present 28, average 26. Order "excellent." The methods of management of Miss Murray leave little to be desired.

10. *No. 9, Board School*—Mrs. Scott (Indian), teacher. Frame house, cupola and bell, grounds enclosed, some trees, closets in good order, porch at front door of school for caps, cloaks, etc., floor and furniture clean, good stove on sheet of galvanized iron, Oliver and Boyd's object cards, large clock, maps of Canada and world, zoological chart, new tablets, easel for the ten commandments taught every Friday. On roll 35, present 27, average 25. Order satisfactory.

11. *No. 5, Board School*—Mrs. Etobico, teacher. House, frame, cupola and bell, porch in front, making two lobbies for caps, baskets, etc., porch in rear for wood, etc., floors and walls clean, stove on platform, good clock, globe, maps of World and Canada, no object cards, new tablets, ball frame, good blackboard, grounds enclosed by wire fence, closets masked, no trees planted, some natural trees in front. Number on roll 37, present 19, average 19. Order good.

12. *No. 6, Board School*—Miss Latham, teacher. Good frame house, painted, cupola and bell, porch in front divided into two lobbies for capes, etc., floor and walls clean, slate and wooden blackboards, fine clean stove on brick platform, good teacher's desk, good desks and seats for children, press for books, one-half dozen chairs, new tablets, clock, globe, scripture history cards, maps of world, Canada and United States, visitors' book, ball frame, ground enclosed with wire fence, large and small gates, two closets, plenty of natural trees. Number on roll 19, present 9, average 9. This school was inspected on the 28th of June. Day cloudy, with fog. Order of school good.

13. *Stone Ridge Methodist Mission School*—Miss Chickhock, teacher. Log house, new outside door and two new closets in grounds at the rear, new stove on galvanized iron platform, wooden blackboard, teacher's desk, a table, children's desks the same as those of board schools, small globe, maps of Canada, World and Ontario, room clean. A new house and more ground needed. On day of visit 8 present. The school is very well taught on the whole. The Six Nations and the Mississauga have a fine tract of land here and ought to prosper. Probably no Indian settlement in the Province of Ontario is better provided with the means of instruction than the Tuscarora and Oneida reservation, so that, I think, we have a right to expect, in the near future, much intellectual and, it is to be hoped, moral improvement among the Indian people of this section.

Although these Indian Schools, considering their circumstances, do very fair work, yet if it were possible to place them in the same position as the Public Schools of the Province, the change would, unquestionably, be greatly to their advantage. A movement of this kind is contemplated by the Educational Bureau at Washington, in relation to the Indian schools in the United States.

a. The inspection of the Tuscarora schools was made in October. On the 9th of the month the *Mississauga School* (New Credit) was inspected and examined. Miss Mary Murray, (white) is still the teacher here, at a salary of $275 per annum. Considerable improvement had been made since my last visit. The school house, a frame one with cupola and bell, and the out houses, had been painted of a dark yellowish hue, the cornices, window and door frames, brown. The wood work and furniture inside the school room had also been repainted, and the walls and ceiling covered with nice new paper, with wide ornamental border. A new floor, much needed, had also been laid. Equipment now, a new clock, small globe, book-case, ball frame, tablets and some maps. A new one of the Dominion is needed. New readers had been supplied by the Indian Department since last visit. 29 names on the roll, pupils present that day 20. Average attendance 20. Method, management and order, "excellent."

b. No. 9, Board School—On Gartow line. The equipment of this school is unchanged. The floor and walls and furniture clean. The closets should be masked and more trees planted. The teacher of the school on the Delaware line has been transferred to this school (*i.e.* Mrs. Etobico), and Mrs. Scott who taught here, has taken her place. On roll, 40, present 27, average 24. Order "fair."

c. No. 5 Board School.—Delaware line. Mrs. Scott, teacher, exchanged schools with Mrs. Etobico. Equipment, frame house, on stone foundation, cupola and bell. House painted at midsummer inside and outside, color dark green with brown borders, window sashes red. Two projections in front and rear, the former divided into two lobbies, for hats etc., the latter used for wood and water pails; clock, small globe, ball-frame new tablets with easel, 2 blackboards, good stove, on brick platform, 6 Windsor chairs, maps of World (Mercator's), Dominion, and a zoological one, card with Ten Commandments, book-case, good teacher's desk, fair furniture (pupil's desks), visitor's book, grounds enclosed, wire fence on three sides, picket fence in front. Common on west side fenced in. Closets in good order and masked. Walls whitewashed and floor and furniture cleaned at midsummer. This school was inspected 10th October. On roll, 37, present 23, average, 24.

d. No. 2 Board School—Frame house, cupola and bell, painted brown externally. New hardwood floor. Walls plastered and whitewashed at midsummer, furniture rather old, porch in front used for hats etc., box-stove on raised brick platform, 2 closets not masked. New fences and gates, new board walk to door from front gate, case for books, fair teacher's desk, slate and wooden blackboards, half dozen chairs, new (recent) map of Canada, and Oliver and Boyd's object cards needed. On roll 46, present, 26, average 24.

e. No. 3 Board School—Frame house painted white, cupola and bell. Equipment: clock, globe, ball-frame, Oliver and Boyd's object cards, press for books, maps of World and Dominion, animal chart, half dozen chairs, tablets, walls clean, floor dirty, large wood and play house in the rear, grounds enclosed by wire fence. Closets repaired since

summer holidays. Some nice elm trees, and maples needed in front, Mr. John Lickens, heretofore teacher of number 10, in charge. On roll 42, present 27, average 25.

f. No. 7 Board School—Strong school. House painted drab inside and out during summer holidays, cornices, doors and window frames painted brown. Walls whitewashed, floors and furniture clean. Good teacher's desk, stove on brick platform, Oliver and Boyd's object cards, maps of World, Dominion, zoological chart, slate and wooden blackboards, clock, globe, etc. Grounds and closets in good order, more trees desirable. On roll 72, present 19, average, 25.

g. No. 11 Board School—New frame house, (near Beaver's Corners) painted externally of greenish hue Cupola and bell. Grounds not yet enclosed. School room with good seats and desks, floor furniture and walls clean, clock, maps of World and Dominion and zoological chart. Ball-frame needed, On roll 39, present 10, average 20.

h. No. 10 Board School—Fine brick house on good stone foundation, cupola and bell. Two front entrances and lobbies Wood repainted all drab. New cupboard. Globe, clock, tablets, ball frame, 2 maps of World, map of Dominion, Oliver and Boyd's object cards, good furniture, 6 chairs, new tablets, grounds enclosed by picket fence. Closets masked, plenty of natural trees. Floor and walls of school room clean. Inspected, 14th October. On roll 54, present 19, average 21.

i. No. 6 Board School—This school was inspected on the 15th October. Frame house, cottage roof. Cupola and bell. Wainscot and ceiling lined with narrow boards, oiled and varnished, doors, window frames etc., painted drab, floor and furniture clean. 2 blackboards, (one slate), press for books, good teacher's desk, clock, globe, ball frame, tablets, Ten Commandments, maps (old) of Canada, World and U. S. A., descriptive history cards, half dozen chairs, zoological chart, limit and time tables on cards hung up, good box stove on brick platform, picket fence in front, wire fence on three sides, plenty of trees, pine, maple, hickory and oak, grounds in good order, 2 closets unmasked, children clean and well dressed, order "good." Reading well taught. On roll 19, present 10, average 9.

j. Stone Ridge Mission School—Nothing new in this school since last visit. Miss Chickhock still the teacher. On roll 16, present 8, average 6. Attendance reported very irregular.

k. No. 8 Board School—Opposite Kenyengeh Church. Miss L. Davis, teacher. This school was inspected the 16th October. Frame house painted drab with cupola and bell, in pine grove, porch for caps, fair furniture. walls whitewashed and floor scrubbed at midsummer, box stove on brick platform, 3 blackboards, one slate, press for books, slates and books pencils and pens secured every night, tablets, Ten Commandments, clock, globe, maps of hemispheres, of Canada and zoological chart, half dozen chairs, no dictionary and no ball-frame. Bible read every morning and Scripture lesson for half an hour. On roll 35, present 13, average 16.

l. Thomas School—Band School—Mr. John Miller, (white) teacher. Salary paid, $360. Nothing new except Gage's in place of the Ontario Reader, grounds and closets in fair order. Trees needed and a new house and new furniture. At present there are no desks at which children can write. A clock, ball-frame. Needs, small globe and the new tablets. On roll 45, present 27, average 28.

m. Red Line Wesleyan Mission School—Miss Hyndman, (white), teacher. This school was inspected the 17th October. School room clean, small globe, new tablets, new maps of World, Dominion, Europe and Ontario, ball frame, box stove. Needed, clock, two or three chairs for visitors, also the authorized drawing books, the drawing of the children now being grotesque rather than artistic. Grounds extensive, closets unmasked. Steps at entrance out of order. On roll 30, present 18, average 16. Attendance very irregular. The teacher visits the parents and remonstrates as to the evil but with little effect. The first thing in the morning is a Scripture lesson in which all who reach school in time, take part. The conduct and appearance of the children in these Indian schools in Tuscarora are, speaking generally, creditable to all concerned.

Rev. W. H. Colles, Inspector, East Kent.

Indian Schools on the Moravian Reservation.

On the 20th September I visited the Indian School in *Moraviantown*. There were nine pupils present, only fifteen enrolled during the term. Five of these are in first form; two in second form, and two in third form. Those who have attended regularly since my former visit have made very good progress. The first classes are becoming quite familiar with the four simple rules in arithmetic, and the third class pupils can make out and calculate bills of merchandise with remarkable neatness and accuracy. Their knowledge of geography is, for them, quite extensive, their teacher introducing this subject on every suitable occasion. They write with great neatness and care, they are very proficient in spelling and know something of English Grammar. Reading is perhaps their worst subject, owing to their peculiar accent, though when we consider how limited their knowledge of English is, and how little they hear it, it is surprising how well they understand what they read. I consider these children quite as intelligent as the average white children. Their teacher, Miss Miller, takes great pains to teach them and much pride in their advancement.

On the afternoon of the 20th September I visited the school in the *Reservation*. It is situated about two miles from the former. There are seventy-six pupils registered here, though only twenty-four were present. This school is in charge of Mr. Ernest Littlejohn, a most enthusiastic teacher and a gold medallist of the Normal School. He has done much to improve this school, but he is discouraged because he cannot secure as marked advancement as he desires. The pupils of this school are not as far advanced as those in the Moraviantown school. This is owing to irregularity of attendance, as they are mostly children of parents who set a low value upon education. I may mention, however, that Mr. James Stonefish who attended here for some months last spring, took the highest marks at the High School Entrance Examination last summer. His papers were better than those of the average candidate for III. Class certificate. He is now attending Ridgetown Collegiate Institute. At the time of my visit only the first and and second classes were represented, and though these are being instructed in all the subjects on the Public School programme for these classes, they are not by any means well advanced in these subjects. The discipline in this school is very good. Mr. Littlejohn has done much to "straighten up" these young Indians. These pupils read in the new Testament with a fair degree of fluency. The great impediment to their progress is constitutional idleness and irregularity of attendance.

Moravian Mission School.—I again visited this school in the forenoon of the 24th April and found Miss Dora Miller still in charge. There are 17 pupils registered, but owing to the day being extremely wet, only 7 were present. Four of these are in first class; two in second class, and one in fourth class. The younger children are not pure Indians, and, perhaps consequently, are not nearly so shy as the older children. They also influence the Indian children in the same way and conseqnently the school is free just now from that reserve and embarrassment so generally found in Indian schools. The children in this schoool are very bright and intelligent. The ages of those in first and second readers vary from 7 to 10 years; Philip Jacob, a full blooded Indian 9 years of age, when he came to school twelve months ago, did not know his letters, and hardly a word of English. He now reads very fluently in the second Reader. He seems very proud of being able to say such long words as *Confederation, Argentine*, etc., which he learns in his Geography lessons, for here all classes learn that subject and know the map of the World very well. They can locate any place named in the readers or incidentally. Those in classes II. and IV. can classify words, and can parse some words.. They spell very well, and I observe that when they err in orthography they follow the phonic powers of the letters instead of the conventional arrangements and combinations. I think that their proficiency, or rather their aptness in this subject, is a proof of the Indian's power of memory. Miss Miller tells me of a twelve year old boy who succeeded in writing out sixty-three names of household articles, not dictated, and who mis-spelled only five of them. In arithmetic none of the children have gone

far in the application of the four simple rules, though the boy reading in class IV. knows something of fractions. This is the subject in which they seem to show inferiority to white children. They can all read in the new Testament and know a great deal about Scripture history. They repeat the prayers in unison in the closing exercises. That the attendance here is small is due to the fact that the children are sent away to the higher training institutes at Muncey, etc., and to the fact that many of the houses near this school are vacant, owing to the migratory habits and instability of the Indians. But Miss Miller is a skilful teacher, well trained, experienced and earnest, and her influence on these few children will be felt both on this generation and the next.

Reserve School.—I again visited this school on the afternoon of the same day. Mr. Willis N. Tobias, a pure Indian, is in charge. Mr. Tobias holds a III. class Provincial certificate obtained at the Brantford Model School. He was educated at the Mohawk Institute and at the Brantford Collegiate Institute. He is very strict, and altogether his discipline and management impressed me very much in favor of the schools wherein he was trained. He brings to the school whatever advantages there may be in his speaking the Indian language, without sacrificing any of that superiority which we look for in a white teacher. Here I find the attendance very much increased, there being 57 registered, 44 present at one time during the winter and notwithstanding the rain, 32 present during my visit. As almost all of the children were new comers, the standing of the school is lower than formerly. Those present were classified as follows: 26 were in First Reader; 5 in Second Reader, and 1 in Fourth Reader. These children are all learning to read, spell, write and to work in arithmetic, but very little more. They are not nearly so well advanced as those in the Mission school. Mr. Tobias complains of the children being allowed to remain out of school. He says that if he were to interview their parents about it, they would think that sending their children would be an honor or personal benefit to him, and this would not have a good effect. There should be a strict compulsory law for these Indian children, to prevent generation after generation growing up in ignorance—a small fine, to be stopped out of their allowance, would be very effectual. The sooner they are educated the sooner they will attain self-respect, integrity and manliness. My opinion of the Indians is that they are not lacking in intelligence, and that they are kept back only by a lordly contempt for labor.

C. S. Barnes, Esq., Inspector, East Lambton,

Indian Schools at Kettle and Stoney Points.

First Half-yearly Visit.

Kettle Point.—The school is under the charge of Mr. H. S. Johnson, who has been there some time. The number on the roll 15. The number present 6. The work in the third class in the subjects of reading, writing, arithmetic and spelling, is fairly done, but in the lower classes it is not so good. The children needs copies. Although this was reported last year, so far they have not been provided. A map of Lambton is also wanted. House is cold, and the stove-pipes are unsafe, as fire falls through to the floor. If these matters were attended to, the progress would be more satisfactory than at present.

Stoney Point.—This school I visited with the Indian Agent, to make arrangements with the teacher and to suggest proper disposal of blackboards, seats, etc. At my last visit I found 14 names on the roll, and 11 pupils in attendance. The average attendance since the school opened is slightly over 10. All those present are in the first and second part of first book, and seem to be making a good beginning under the instruction of Miss Vance. I asked some time ago for some supplies which are badly needed, and I hope they will be sent in time for the opening of school after the midsummer vacation. I may add to the supply list a map of Canada and a map of Lambton, sufficiently large for all necessary purposes.

Second Half-yearly Visit.

I visited the Indian schools on the Reserves at Kettle Point and Stoney Point during the month of October, and at the former Miss Sarah George was in charge. She had recently come from Muncey, and had only been teaching a few days. The number in attendance was small on the day of my visit, being six, but there are sixteen on the roll. I think after Miss George becomes accustomed to the work, she will do fairly well. Miss Vance is doing very nicely, and although she has not passed the examination, yet she expects to do so at Christmas. She desires an increase of $50 on her salary, as $200 per annum is hardly sufficient.

Lack of training is evident, and if some means could be devised whereby those in charge of our Indian Schools could have a short time at our Model Schools, I am sure it would have a beneficial effect. I intend visiting this school again as soon after the New Year as possible, to see what improvement has been made, and also whether my suggestions are being carried out.

At Stoney Point there are sixteen names on the roll and there were twelve present on the day of my visit. The school house is warm and comfortable, well seated, with plenty of blackboard and some school requisites.

John Brebner, Esq., Inspector West Lambton.

Indian Schools on Walpole Island and Sarnia Reserve.

St. Clair School, Sarnia Reserve.—Visited October 24th, 1888. J. J. Milligan (Indian), teacher. The school very small, owing to some feast coming off in the evening at the Council House. First Part First Book.—One girl, reading only middling; spelling good; writing good. Second Part First Book.—Two boys and one girl. Can name all the words, but read without any expression; they speak distinctly; spelling good; do multiplication and subtraction well, only one error in all their work; writing fairly good. Second class.—Three boys. Reading good, but one still indistinctly; spelling good, only one word wrong (pain); arithmetic, division—by 3, 4 and 5, fairly done; writing, one bad, one fair, one good. I have again to call attention to the irregularity of attendance; any, and often no cause being sufficient to keep children out of school.

Visited February 26th, 1889, in the forenoon, J. J. Milligan, (Indian), teacher.

Five boys and ten girls present. I. Class.—First Part First Book.—One boy and three girls; reading, middling; spelling, good; writing, middling; arithmetic, though not bad, not as good as it should be. Second Part.—One boy and three girls; reading, middling; spelling, good; writing, very good; arithmetic, middling, usually better in this class. II. Class.—Two boys and two girls; reading, fair; spelling, good; arithmetic, good (subtraction and multiplication all correct, but should do more advanced work); writing, only fair, work carefully done. III. Class.—One boy and two girls; reading, fair; spelling, good; writing, very good; geography, middling; arithmetic, only middling.

Visited on the 11th of October, 1889. Mr. J. J. Milligan (Indian), teacher. There were seven boys and the same number of girls in attendance, the classes being as follows:—First Part First Book.—Two girls; reading, only middling; spelling, on the book or card, good; writing, good. Able to count and write numbers to twenty or thirty, and do easy sums and questions in subtraction.

Besides the above two, there were three boys and five girls just beginning on the cards, the teaching being alphabetic, slow and without interest. Advised the teacher to use method, and showed him how; writing, good; can count to ten. Second Part First Book.—Two boys; reading and spelling, only middling; arithmetic, writing and geography, good. II Book.—Two boys; reading, middling; spelling, bad; arithmetic, fair; writing, good; geography, fair. III. Book.—None present, but drawing and writing fair, as shown by their books.

A map of the county was presented to this school, and as the children know many of the places named, the interest in geography has been greatly increased.

Another large draft of the best scholars has been made to the Mohawk Institute and other schools, so that as usual the school is at its lowest in the fall.

Walpole Island No. 1.—Visited November 1st, 1888. Peter Thomas, (Indian), teacher.

First Part First Book.—One boy and two girls; alphabet, known; read, well; spelling, not good; arithmetic, good; writing, good. Second Part First Book.—Five boys; reading, fair; spelling, very good; writing, good; arithmetic, good. Second Class (*a*).—One boy and two girls; reading, fair; spelling, very good; writing, very good. The girls do their arithmetic well, boy only middling; geography, not very good. (*b*) One girl and one boy; read, well; spell, very well; geography and other subjects as in (*a*). They still read indistinctly and cut their words off. No. III. Class.—Fourth. One boy. Reading, good; spelling, good; writing, good; arithmetic, not what senior third class pupil should do well; geography, not good; has little or no idea of distance. A good country map would help, as distances they know would be seen on the map. New life has been put into this school by a change of teacher, but he may soon lose his enthusiasm.

Visited May 5th, 1889, in the forenoon, Mr. Peter Thomas, (Indian), teacher. Present seven boys and six girls. I. Class.—First Part First Book.—Two boys and four girls Reading, indistinct, but the words are known and most of the meanings; spelling, good; writing, good; arithmetic, fair, but not so good as usual. Second Part.—A boy and a girl. Reading, good; but articulation indistinct; spelling, good; writing, good; but this class often does better; arithmetic, only middling. II. Class.—Four boys, Ought to be able to do better, as they are big lads. Reading, only fair; do not know the words; spelling, fair; writing, fair; arithmetic, only middling. work incorrect. III. Class.—One girl. Only fit for senior second class. Reading, fair; spelling, fair; writing, good; geography, only middling; trying to commit a book to memory; arithmetic, not good, can only do easy examples in division. At this school, there are no fences, no closets, the furniture is made of inch stuff, and not planned so that pupils can sit comfortably.

Visited on October 4th, 1889, Mr. Peter Thomas, (Indian), is still in charge of No. 1. Eight boys and nine girls present. First Part First Book.—Four boys and six girls. Four are at the alphabet and can do little work yet; other four do well, the marking being good: reading, fair; spelling, good; arithmetic, good; writing, excellent for such a class. Know something of map notation. Second Part First Book.—Two boys. Reading, indistinct; but pupils know the words and most of the meanings; spelling, good; writing, very good; arithmetic, good; (addition, subtraction and very easy multiplication). II. Book.—Two boys, one girl. Reading, fair; spelling, good; writing, good; arithmetic, good (simple rules, division, by 2, 5 and 6); geography good. The boys wrote short letters to friends fairly well. III. Book.—Two girls. Reading, very indistinct (words strained through the teeth); spelling, good; arithmetic, simple rules (division by 9 and 12) well done; writing, good; geography, fair. Great improvements in the grounds, fences, etc., still a little plaster off, and blinds out of repair. The school is doing well, but has lost some of its best pupils, who have gone to Institutes at Brantford and Muncey.

Walpole Island, No. 2.—Visited November 1st, 1888. William Peters (Indian), still teaching and doing good work. As my visit was but a few days after pay-day the school was small, nine boys and five girls, only about half the usual size. First Part First Book (*a*).—Three boys. Reading, fair; spelling, good. (*b*).—One boy, two girls. Reading, spelling and writing, only fair; indistinct utterance. (*c*).—Two boys. Reading and other subjects as above. These children cannot count ten. Second Part.—Two boys and one girl. Reading, good; spelling, fair; writing, very good. Can write numbers well, but cannot add correctly. Second Class.—One boy, two girls. Can read, but do not understand. Know what I say to them pretty well. Girls spell correctly;

writing, good; subtraction done well by boy, but not correctly by the girls; geography, fair; can give definitions well, but don't know their meanings. None of the third and fourth class pupils were present. Their writing was excellent.

Visited May 7th, 1889, in the afternoon, Miss Henrietta E. Fessant, (white) teacher. Six boys and fifteen girls present. I. Class.—First Part First Book.—Two boys and five girls. Reading, middling; writing, fair; can only count, and can make the figures. Second Part.—Three boys and three girls. Reading, fair; spelling, fair; writing, very good; arithmetic, only middling. II. Class.—One boy and six girls. Reading, fair; spelling, good; writing, very good; geography, definitions, most of them not understood; arithmetic, fair. III. Class.—One girl. Reading, fair; spelling, excellent; writing, very good; arithmetic, fair; geography, middling; grammar, middling. The reading is indistinct in all the classes, speaking with the teeth closed. Drawing books not suitable, nothing to copy from. Singing, good, the girls doing the most of it.

Visited October 4th, 1889, in the afternoon, Miss Nancy Ossahgee, (Indian), teacher. Two threshing machines were at work near the school-house, and many of the children, especially the boys were away to see, if not to help. Anything almost is sufficient to keep these children from school, as their parents allow them to do as they like. First Part First Book.—One boy and a girl. Reading, fair; spelling, bad; writing and arithmetic, good. Second Part First Book.—A boy and two girls. Reading, writing and arithmetic, all good; spelling, fair; geography, same as in second class. II. Book.—A boy and four girls. Reading, very good, but indistinct, (girls very timid), pupils know the meanings of most of the words; spelling, only middling; writing, fair; arithmetic, fair. III. Book;—None present. Writing, very good. This school is largely composed of Pottowatamies, and as they occupy the centre part of the island, and come less in contact with white people, they know much less English than the Objibways on both the river fronts, but they have less to take off attention from school, and do better work. They do not understand what I say to them till they have been a year or more in the school. Miss Osaghee attended the Mount Elgin Institute for seven years, and speaks English without any Indian accent.

J. Dearness, Esq., Inspector, East Middlesex.

Oneida Indian Reserve.

No. 1. Miss Beattie, (white), continues to make very satisfactory progress. Her largest attendance in any one day up to my second visit was 29; there were 23 present when I visited her school on the 4th of September.

No. 2. John L. Schuyler, nominally kept the school until near the middle of March. Aggravated inattention to duty led to his dismissal. The school was closed two months, when Miss Phoebe Waddilove took charge. She is a graduate of the Mohawk Institution and attended Brantford Collegiate Institute one year. She had 27 pupils registered, her largest attendance up to the 4th of September was 17.

No. 3. Miss Emily Thomas, (white), taught this school until the midsummer holidays. The attendance was small, eleven being the largest number present up to my visit in March. Since the holidays, Miss Catharine Jackson has been the teacher. She passed the H. S. entrance examination in 1884, and has since had experience in teaching on the reserves at Christian Island and Stone Ridge. Her attendance at the time of my September visit was averaging over 40. She and Miss Waddilove spent, an afternoon with me at Miss Beattie's School. A number of model lessons were taught, and the remainder of the day devoted to discussion of methods of teaching and governing, as specially applicable to Indian Schools. Much benefit to the schools will result from the conference.

Some additional supplies will shortly be needed; respecting these I shall make a special report.

J. S. Carson, Esq., Inspector, West Middlesex.

First Half-yearly Visit.

Mount Elgin.—The school-room is good, it is neat and clean, but too small for the attendance; good desks and boards. Plenty of light etc. School yard, fenced, closed in satisfactorily. There should be another room or more, also one or more additional teachers employed. Standing of pupils, fair; discipline, order, etc., good. Urban Pugsley, the teacher, does his best, but he cannot do the work of a couple of teachers.

For this Institution I strongly advise more accommodation and at least another teacher. One man cannot undertake the work of teaching.

Joseph Fisher's.—School house needs a foundation, interior is very good, room middling clean; desks are the same as in other schools; the board needs coating. School-yard not fenced on three sides, good closets, no well, no trees. As to school accommodation there is plenty of room. Standing of pupils, very fair; state of discipline, order and management in school, fair. This is the best school on the reserve.

Bear Creek.—School house needs whitening on both sides. The floor is well swept; desks good of their kind, good new board. The yard is small and open in front, two new closets, no trees, no well. As to accommodation there is plenty of room for the children. The standing of pupils is low. The change of teachers made no improvement. Discipline, order and management in school only middling. This school is not satisfactory. The teacher is young and inexperienced.

Church of England.—A capital frame building is provided for school purposes. Interior is neat and clean; desks are good of their kind. The board is small but good Plenty of light A large piece of ground is enclosed with a straight board fence, there is a well, no trees. As to school accommodation there is plenty of room for children. The pupils are behind in their studies. The reading of most of them is bad; the children are quiet. There should be more attention given to English; elementary work is not thorough.

Back Settlement.—This building needs whitewashing on both sides. The floor is well swept; room is kept tidy and clean; the desks are strong, of an old pattern, but satisfactory; there are two boards, one is good; plenty of light. The yard is small, fenced on three sides, open in front; no trees; no well; two good closets. The school accommodation is sufficient for the attendance. These pupils are improving rapidly in English. The order is not good, too much talking at seats. This school is now doing fair work. The attendance is very irregular; something should be done to improve it. The same complaint may be made as to the other Indian Schools.

Second Half-yearly Visit.

Mount Elgin.—The state of school house is satisfactory. The room is kept neat and clean; desks, seats, blackboards are in excellent condition. School-yard, fences, closets, outhouses, well or other water supply, drainage, tree-planting and other incidentals, satisfactory. As to school accommodation, the room is too small. There is another room required. 71 children are now attending. As to standing of pupils, some do very well, The classification is too advanced for attainments of pupils. Discipline, order and management in school very good. No satisfactory progress can be made till another teacher is engaged.

Joseph Fisher's.—As to school house, it needs painting outside, open foundation, needs whitening; desks are very old fashioned; board needs repair. Plenty of yard, not fenced only in front. Two good closets. As to school accommodation there is plenty of room. Nine pupils were present, they did fairly. State of discipline, order and management in school, middling. This is the best of the schools on this reserve.

Bear Creek.—School house needs whitening on both sides; room is clean and tidy; desks, seats, blackboards, lighting, heating and ventilation, etc., are fair. The school-yard

is not fenced, only in front; there are two good closets. As to school accommodation there is plenty of room. Not one pupil was present to-day. The teacher is the best scholar of the Indian teachers. Her teaching is inferior.

Church of England.—The school house is a capital building, rather untidy inside; good desks; board is too small. Plenty of yard, well fenced; good closets and ample room. 14 pupils, standing low. Discipline, order and management in school, only middling. This school is not doing much. Teacher is a mere girl and inexperienced.

Back Settlement.—School house needs whitening inside and outside. Room is well swept. There are good boards. Poor desks. Three sides of school yard are fenced; open front. Plenty of play-room. School accommodation adequate. As to pupils, their standing is good for these schools. Discipline, order and management in school, fair. This school is fairly taught.

Parry Sound District.

Rev George Grant, Inspector, Nipissing and Parry Sound.

Indian Schools of Nipissing and Parry Sound Districts.

Changes in the staff of teachers. Mr. Edward Farrer teacher of No. 1, Parry Island, during the first half of the year, passed his final examination for LL.B., in Victoria University, resigned his position and moved to British Columbia, to enter on the practice of law. The vacancy in No. 1 Parry Island, was filled by transferring Miss Josephine Good, from No. 2 Parry Island. Miss Good's place at No. 2 was filled by the appointment of Miss Christina John, of the Mohawk Institute, a former teacher of the Shawanaga school. Mr. D. Menomine, of Harvey Inlet, resigned at midsummer, and Mr. Joseph Chibeney, a pupil of the Shingwauk Home, was appointed in his stead. *As to qualification:* Miss Josephine Good, holds a diploma from the Department of Indian Affairs; Miss Isabella Johnson, of Shawanaga; Miss C. John, and Mr. Joseph Chibeney, are at present teaching on temporary certificates. Mrs. Johnson, has held a diploma from the department and a district certificate. Both are now expired. We find it extremely difficult to get properly qualified teachers to undertake these schools, especially Shawanaga and Harvey Inlet.

First Visit.

Ryerson School No. 1 Parry Island.—Visited 26th April. School in charge of Mr. Joseph Chibeney, substitute for Mr. Farrer, the regular teacher. On roll 26. Average attendance attendance since 1st of January, 16. Present, 10. Of the 26 entered on the roll, 5 were in class IV., 5 in class III., 4 in class II., 5 in class I. Part 2nd, and the remainder in I. Part 1st.

The teaching was of rather an inferior order; just what might be expected from a pupil teacher who had never received any instruction in the art of teaching. This probably explains the fact, that, although the day was fine, only one pupil (a boy), of the third class, was present, and none of the fourth. Class II. could do but little in addition, and knew nothing of subtraction or multiplication; could read fairly, but failed to answer the simplest questions on the lesson; made from six to ten mistakes in writing two and a-half lines from text book. Classes IV., III. and II. write in copy books. Copies kept clean and neat, writing good. The work of third class pupil, in kind similar to that of second class. Reading, fair; dictation (two and a-half lines), six mistakes; knows a little, but just a little of multiplication; has a fair knowledge of local geography. Class I. Part 1st.—Struggling to pronounce the words separately, no attempt is made to connect them into phrases. Class I. Part 2nd.—All absent.

Hodgins School, Shawanaga.—Visited 24th April. Teacher, Mrs. Isabella Johnson. On roll, 25. Average attendance since first of year 16. Present, 16. Of 25 entered on roll, 5 are in class III., 5 in II., 7 in I. Part 2nd, and 8 in I. Part 1st. Two of class III.,

and three of class II. present. Both classes add very well, and do fairly in multiplication. Reading of III., good; that of class II., rather low; and in the usual drawling tone. Dictation, very good. Writing of III. quite up to the standard of ordinary common schools; the II. write all the letters of the alphabet fairly; just beginning to use copy books. Geography, both classes know a little of Canadian geography.

In teaching the junior classes to read, the teacher, who is an Indian, turns her knowledge of the two languages to practical account, by making the pupils pronounce the sentence first in English, and then translate it word by word into Indian. I anticipate good results from this method, if faithfully carried out. Class I. Part 1st.—Can form the figures fairly, but that is about all they can do in arithmetic. The school, on the whole is making satisfactory progress.

Harvey Inlet.—Visited 8th May. Teacher, Mr. D. Menomine. On roll, 28. Average attendance since beginning of year, 14. Present, 10. Of the 28 entered on roll; 1 is in Book III.; 6 in Book II.; 12 in I. Part 2nd; and 9 in I. Part 1st. All the pupils except one, present on the day of my visit, belonged to the First Book, Parts 1st and 2nd. The whole school is extremely backward, even for a first book class. They can do almost nothing in reading; arithmetic, all except one pupil are in addition of the most elementary order, and all were allowed to count on their fingers. The second class pupil was in multiplication, but could attempt nothing beyond *four times*. Writing, 8 have copy books; one third, six second, and one first class pupil; the writing was fairly good. Drawing, six have drawing books; fair. I advised the teacher to give all his strength to the leading subjects; reading, writing, spelling, and arithmetic; to take them up daily with each pupil, and oftener if possible. This school has been a source of anxiety to the Indian Superintendent and myself. We have changed the teacher twice within the last year and a-half; but so far we have not been able to get a thoroughly competent man to undertake it.

Skene School, Parry Island No. 2.—Visited 15th May. Teacher, Miss Josephine Good. On roll, 10. Average attendance since first of year, 7. Present, 8. Classes III., 4 pupils; II., 2 pupils; I. Part 2nd, 3 pupils; I. Part 1st, 1 pupil. Arithmetic, reading, spelling, writing, and dictation are well taught; and the pupils for their respective classes, showed a fair knowledge of these subjects. Dictation and writing, above the average of common schools. Geography, III. class could give capitals of counties, name provinces of Dominion, and otherwise showed a fair knowledge of local geography.

Second Visit.

Hodgins School Shawanaga.—Visited 21st October. Found the school closed and teacher absent; subsequently learned that she had gone on the Friday previous to Parry Sound to purchase winter supplies, and had not been able to return in time for school that day. The following statistics were reported to me by letter. On roll, 19. Classified as follows.—Class III., 3 pupils; class II., 3 pupils; class I. senior, 8 pupils; class I. junior, 5 pupils. Arithmetic, highest class, at division and bills; second class, at simple rules; junior, at formation of figures and addition. Reading, spelling, writing, etc., corresponding. The school has practised a few exercises in calisthenics.

Ryerson School No. 1, Parry Island.—Visited 23rd October, Miss Josephine Good teacher. On roll, 38. Average attendance for half year, 10. Present, 5. All of the senior classes absent. Of those present, one pupil was in the second book, and five in the First Book, Part 1st. The teacher explained that three senior pupils had lately gone to prosecute their studies in the Shingwauk Home. This fact, coupled with the successive changes of teacher, partly accounts for the absence of all the higher classes. I carefully examined the few present in the various branches of study; with results somewhat similar to those reported on the occasion of my last visit. The present teacher has been only a short time in charge, and having proved herself an apt and competent teacher in No. 2 Parry Island, we hope to see the school, when it has fairly settled down to work, take its proper place as one of the best of our Indian schools, The school-house has been plastered and put into excellent condition this summer.

Skene School, No. 2, Parry Island.—Visited in company of Dr. Wallon, Indian Superintendent, 18th November. Teacher, Miss Christina John. On roll, 10; average attendance, for half year, 8; present, 9. Classified as follows:—III. Book, 4 pupils; II. Book, 3 pupils; I., part 2nd, 3 pupils. Arithmetic, highest class at reduction, second at short division, first class at addition and subtraction; all appeared to understand the work as far as they had gone; reading, fair; spelling and dictation excellent. The number of pupils in this part of the island is not large. All attend school pretty regularly, and are doing well.

Nipissing District.

First Visit.

Nipissing Reserve, Beaucage Bay.—Accompanied the Indian Superintendent to the formal opening of the school on 16th January, 1889. This band had built a school house two or three years ago within three miles of North Bay, but after a short trial they discovered that it was inconveniently located for the larger portion of the band. Last summer (1888) a new and commodious building was erected at Beaucage Bay. The upper flat is fitted up and furnished for the teacher's residence; the lower flat has a large, well-lighted school-room, with adjoining store-room, wood-shed, etc. The building is a credit to the Superintendent and the band. The sub-chief, a large number of Indians and 20 pupils were present on the day of opening. The pupils were examined and classified; 9 did not know the letters of the alphabet; 8 knew a few of the letters, but not all of them; 2 could spell and pronounce small words, 1 larger words; 5 could count to 100 and add small numbers, such as 3+5, 6+4, etc., the rest know nothing whatever of figures; 2 could write their names. The whole school was classed in First Book, part 1st. Teacher, Mr. Robert McFarquhar; now holds a district certificate, good for two years.

Second Visit.

Visited 20th September. Found school closed; teacher absent through sickness. Entered school room, with sub-chief and others; gathered as many of the pupils as could be conveniently reached. All were reading in I., part 2nd, pronounced their words very distinctly; could make letters of the alphabet and figures very well. My impression, after the examination of 7 or 8 pupils, was that the teacher was doing excellent work.

J. White, Esq., Inspector R. C. Indian Schools.

Report 1888.

Fort William, (Boys).—Mr. Thos. Stackum, a brother in the Jesuit order, with many years experience in Indian schools, remains in charge here. The number of boys in the village shows a decrease. The highest number attending during the term has been ten, of whom all but one are in the first reader. At the time of my visit but two or three were present, all the rest being away on their annual fishing expedition. Fair progress is apparently being made despite the many obstacles, of which the chief is irregular attendance; their knowledge of English is pretty fair.

Fort William, (Girls).—Sisters Alegondas and Geraldine, of the order of St. Joseph, are the teachers; nearly all the Indian children attending here are orphans. These live in the Convent where they have a most comfortable home, and are most carefully looked after at all times. Besides their school studies the girls are taught to sew, knit, cook and all sorts of housework. Those registered and those in attendance on the day of my visit were as follows:—

	I.	II.	III.	IV.	Total.
Registered....	11	2	5	1	19.
Present	7	1	5	1	14.

Having constant intercourse with their teachers and with some white children who attend, the pupils here acquire a very good knowledge of spoken English. Their best work was in reading, writing, drawing and singing; in arithmetic and other subjects it was fair. The present accommodations are very good, but a new school house is under way, having two large airy rooms. The equipment is pretty complete, the teachers are working earnestly, and the general standing is very satisfactory.

Red Rock.—Mr. James Mackay remains in charge. He is a capable and devoted teacher, with a good knowledge of Indian, and having a long experience in these schools. The division in this band of Indians still continues, many of them making their home up the lake somes miles distant from the school house. In order to give instruction to as many as possible, the teacher had made it his custom to go to the settlement up the lake on certain days of the week. But he has recently given this up as it entailed much fatigue and the results were not wholly satisfactory. At the lower school the numbers were as follows:—

	I.	II.	III.	IV.	Total.
Registered.....	7	3	3	4	17.
Present	0	2	2	3	7.

There are some bright children here, and but for the great irregularity of the attendance, the results would be most satisfactory; the accommodations and equipment are good, much better than those of the average Indian school.

Mattawa and Port Arthur.—There are several Indian children in each of these schools. Their attendance in each case is quite regular. They are in the same classes as the white children, and in some subjects do equally as good work. Their knowledge of English is much better than that of children attending purely Indian schools. They are in each case, under charge of religious orders, and these teachers look strictly after their department, with very good results.

Garden River.—Miss McMahon, remains as teacher under the direction of Rev. Thos. Ouellet, S. J. The school house is neat and warm, but rather small to give proper accommodation to those attending. There were fewer than usual on the day of my visit, but the general attendance is much more regular than in the ordinary Indian school. The numbers are as follows:—

	I.	II.	III.	Total.
Registered....	17	7	6	30
Present.....	13	2	2	17

The order and government are very creditable; the teacher works very earnestly, and is meeting with good success when the many difficulties are taken into account. The best subjects are reading, spelling and writing.

All the preceding schools were visited but once during the year, 1888.

Mississauga.—Miss Nellie Donoghue, holder of a first class certificate from Quebec, and having an experience of five years, was appointed here in January. The building is large enough, fairly comfortable, with good furniture. On the register are the names of twenty-one pupils graded to the third reader inclusive; six were present, all in the first book. All these were mere beginners, being taught reading from the tablet, writing was the only subject in which they were doing even pretty well.

The day of my visit in October was stormy and the attendance was even smaller than in June. Fourteen were registered, and three were present, one in the second reader. The standing, so far as could be judged from the few present, was not satisfactory. The children had a poor knowledge of the work gone over, and in no subject could the results be called even fair.

Sheshegawaning.—The school was temporarily closed at the time of my visit. The teacher had not succeeded very well and had been almost driven to leave the place. The Indians here do not seem very anxious to have school kept regularly, though there are a good many children of age to attend.

Serpent River.—Mrs Mary Cada, continues as teacher. On my visit in June twenty pupils were registered, all in the first reader; seventeen were present. The school house is new, large enough, fairly comfortable, but it is not kept clean. The furniture is good. The order is open to great improvement. This school does not rank high; the teacher seems to be earnest but her methods are very poor. Not one child could read without spelling even easy words; the other subjects, except writing, were on a par with reading.

The teacher was the same at the time of my second visit. She complained that the building was so cold that she would be unable to keep school there in the winter. It could be made comfortable at a small expense; the Indian Agent was informed of the matter. The register showed twenty-one pupils, five were present, all in the first book. Some easy translation from Indian to English is done, but as nearly all commands and explanations are given in their native tongue, the children know very little English. The general tone of the school did not show any improvement, the work in the different subjects being very backward. The prospects for this school are not bright.

Sagamong.—I found that the school house was not quite complete; no furniture has been provided. These Indians do not show great anxiety to have their school started, else everything would have been ready long ere this. The band is quite large, and there are probably thirty children of school age. No teacher has yet been engaged, though one is being looked for. Being told that no teacher was engaged I did not visit this place in October.

West Bay.—Mr. Mark Leaman (native) teaches here. For a short time before his appointment there was no school and the books were nearly all carried away and lost. There is a large number of children in the village, but their attendance is not regular. The teacher does not know English well enough to teach it to children, and as his other attainments do not qualify him for teacher, the prospects of the school are consequently not good.

South Bay.—Miss Madelaine Aschitoneau teaches here. She is a native with a fair knowledge of English, though her aptitude for teaching is not very great. The school building has not been repaired, and is not comfortable enough for the winter. The equipment is fair. The attendance averages about twelve, the greater number being in the first book.

Buywaks.—Miss Agatha Gabou, (native) is still in charge here. Several of the children have to come a long distance, but for an Indian School, the attendance is quite regular, as shown below:—

	I.	II.
Registered....	9	2
Present	7	2

The school house is of good size, neat and comfortable, with good furniture. The teacher is faithful in her work and as she has had long experience, the results are quite creditable. The pupils do a good deal of translating and write English very well. A beginning has been made in composition, and other subjects have advanced to the ordinary standard for such classes.

On my second visit I found very little change. A wet day made the attendance somewhat smaller, but the work of the school was progressing satisfactorily. In reading and writing especially, the results were very creditable.

Wikwemikonsing.—Mrs. Pelletier, (a native), continues in charge here. The new building is completed and is used as school and dwelling for the teacher. The school-room is too small for the large number attending; twenty-eight were on the register and fourteen present, all but one being in the first book. The teacher is patient and earnest; her knowledge of English is good. The answering was very satisfactory in the several subjects, and very good in some.

The same teacher was in charge in October. The attendance was not quite so good, as nearly all the larger pupils were working in the fields. A teacher's desk is needed; in other respects the equipment is good. The work of the school was proceeding very satisfactorily.

Wikwemikong, (Girls).—The teachers here are the same as they were last year. Miss Miller, superior and Miss Leaman, chief teacher. In June the registered attendance was quite large :—

	I.	II.	III.	Total.
Registered.....	46	12	11	69
Present	15	9	10	34

But few of the girls of the village were present though of the 69 registered, 35 are village children. The other pupils, who live in the Convent, are taught knitting, sewing, cooking and all manner of house work. Some very creditable specimens of their work in this direction were shown. In their studies they are making very fair progress under a patient earnest teacher of many year's experience. The best results were obtained in reading, writing and singing; in other branches their standing was fairly good. The school building is an excellent one, in a commanding position; the equipment is very respectable.

In October there was a larger number present, all in the first or second readers. During the winter months the registered attendance has reached 70 children, making a great deal of work for the teachers. Some improvement in the work of the school was noticed since my former visit, especially in spelling. The pupils were very neatly dressed, and their good manners reflect much credit on the excellent training given by their teachers. The standing of this school is very creditable on the whole.

Wikwemikong, (Boys).—Rev. Fathers Dugas and Drolet, S. J., continue in charge of this important school. The following was the attendance on my first visit :—

	I.	II.	III.	Total.
Registered.....	16	7	9	32.
Present	16	7	9	32.

Nearly all these are boarders in the school, though there are several boys from the village, whose attendance is pretty regular, for Indian children. The pupils who are boarders have a most comfortable home and are most carefully looked after in all respects. The good results of this are easily seen in their improved manners, and in their fair knowledge of English. In the school studies their standing is highly creditable to the ability and earnestness of the teachers and to their own hard work. Many of them are at work at trades for a part of the day, and several have become skilful mechanics.

On my second visit I found the attendance about the same as in June. The pupils showed considerable improvement in their studies, especially in writing, drawing and composition. The senior boys are able to reproduce easy stories, or to write a friendly letter very creditably. They alse learn by heart, certain selections which they afterwards recite or write from memory. They have regular instruction in music and singing, and they sang well, accompanied on a melodeon by the teacher. The school has now a decidedly higher standing than at any other time since I have been visiting it. This is chiefly due to the ardent zeal of the Rev. Fathers who are in charge.

Report, 1889.

Fort William (Boys).—This school is still under charge of Mr. Thos. Stackum, a brother of the Jesuit order; who has had an experience of nine years in this one place. The building is fairly neat and comfortable, and pretty well supplied with the necessary equipment. There has been a slight increase in the registered attendance, now numbering 14, but complaint is made of the irregularity of the boys. There were 11 present on the day of my visit, graded to the third class. Their work was fairly good, especially the writing. The teacher's knowledge of Indian is not very extensive, and he employs some

of the more advanced boys to interpret for him when giving explanations to the younger pupils. The elder pupils have a fair acquaintance with written and spoken English, but their work in arithmetic was not so satisfactory.

Fort William (Girls).—The Sisters of St. Joseph continue in charge of this school, which is held in a building separate from the Convent. There are two rooms, neat, cheerful and well furnished with the necessary supplies. The greater number of the pupils are boarding at the Convent, some come from the village and a few white children attend, as there is no other school convenient. In addition to their school work, the pupils are carefully trained in house work, sewing, knitting, etc., which knowledge will be of great service to them in after life. There were 29 Indian pupils, registered to the third class inclusive, with 18 in attendance on the day of inspection. The answering was quite satisfactory in reading, spelling, writing and composition. They had not made equal progress in geography and arithmetic. Neither of the teachers has an extensive acquaintance with the Indian tongue, but they call the seniors to their aid when requiring to translate for the juniors. The standing of the school is satisfactory, and it bids fair to improve.

Garden River.—The same teachers continue in this school, viz.: Rev. Thos. Ouellet, S. J., and Miss McMahon. The building is neat and comfortable, though rather small for the attendance, 49 registered. The attendance was small on the day of my visit, as most of the pupils were busy in the fields. The pupils are graded to the third class inclusive, and to judge from those present, were doing satisfactory work. Father Ouellet works most faithfully for the advancement of this school, and has met with encouraging results.

Sheshegawaning.—I found that this school was closed again after having been in operation but a comparatively short time. The Indians of this reserve do not seem very anxious about the education of their children, and do not make matters very pleasant for the teacher. As the children are said to be apt to learn it is to be regretted that they have so little opportunity.

Mississauga.—Miss Nellie Donoghue, who was a qualified teacher in Quebec, is in charge here. There were 19 names on the register, with 10 children present on my visit. The pupils are not very far advanced, the second class being the highest. The results of the examination were not very satisfactory—the pupils showed very little knowledge of the work gone over. The teacher knows very little Indian, and has not, apparently taken great pains to have the pupils translate or understand the English they read. On my second visit I found but little change for the better; a change of teacher is needed to bring this school to a proper standing.

Serpent River.—Mrs. Manitowaba, a native, has charge of this school. The building is fairly comfortable but might be kept cleaner. Larger blackboards and a map of Canada are needed; the rest of the equipment is satisfactory. The attendance numbers 16; on the day of my visit 8 were present, graded to the second class. The attendance is irregular even by the Indian standard. The teacher's knowledge of English is fair, and the pupils, by translation, etc., have done very well. There has been some improvement in this school, but the standing is yet too low. There was but little change on my second visit.

Buywaks.—This school is still under the charge of Miss Gabou, a native. The building is neat and comfortable, and there is a pretty complete supply of necessary equipment. There were 11 pupils on the register, and 6 present on the day of inspection. The answering of the pupils in reading, spelling and writing was fairly creditable. In arithmetic they are still rather backward, though showing some improvement. The pupils have done a good deal of translating, and express themselves fairly well in English. This is one of the successful schools in the district.

South Bay.—Miss Madeline Majik, a native, is teacher here, having had an experience of three years in this school. The building is old and in need of repair; large blackboards and a map of Canada should be supplied. The attendance numbers 18, of whom 10 were present on the day of my visit. The writing was good, but the other

subjects were not so satisfactory. There has not been enough of translating or of object lessons so that the pupil's knowledge of English is not very great. Good order prevails, the teacher is working very well, so that some improvement may be looked for next year.

Wikwemikonsing.—This school remains in charge of Mrs. Pelletier, a native educated at Wikwemikong. The building is used for school and dwelling, and is consequently rather crowded. It is in good repair and is kept fairly clean. There is a suitable supply of the necessary equipments. There were 23 pupils registered, and 7 in attendance on the day of my visit, all in the first class. The school did not show a very high standing, as the pupils knew little of the work they had gone over. The teacher takes up translating fairly well; writing is good, reading fair and arithmetic poor. The teacher seems to work faithfully, but the attendance is very irregular and few children over nine years of age come at all.

Wikwemikong (Boys).—This industrial school is conducted by the Jesuit Fathers—Rev. T. Gagnieur and Rev. T. Lefebvre being in charge this year. The new building has been occupied for some time and is comfortable and commodious. The majority of the pupils are boarders sent here from the several settlements around. There is a large number of children of school age in the village, but their attendance is very discouraging. On the register there were 37 names, 21 pupils were present, graded to the third class inclusive; berry-picking kept most of the others away. The answering in the different subjects was very satisfactory, especially for the beginning of the term. They have a good knowledge of spoken and written English, as shown by their reading, letter writing and composition. In geography they have a pretty fair knowledge of Canada, and in singing they did well. I am glad to be able to report that the school was never in a better condition than now, and its prospects are bright for a continued advance. The pupils continue to work after school hours at the several trades here taught—blacksmithing, tinsmithing, shoemaking, carpentry, etc.—and several have become quite expert mechanics. The Indians of this reserve are the most advanced in civilization and the most prosperous that I have met.

Wikwemikong (Girls).—This school continues in charge of Miss Miller and Miss Leaman. The building is large and comfortable, and the school-room neat and well furnished. On the register were 45 pupils, and 35 in attendance, graded to the third book. Many of these are boarders in the Convent, sent here on account of the superior facilities for instruction. The attendance in winter is much greater, necessitating the employment of an additional teacher. The results of the examination were satisfactory, showing that good work has been done. The reading, writing and singing were particularly good; geography was fair and arithmetic weak. The pupils are given a good course in domestic economy—a most useful branch for them—and they exhibited very good specimens of their sewing, knitting, etc. In addition they help in the cooking, the dairying and general care of the house. The pupils who live in the Convent have a good knowledge of English; those from the village are not so advanced. These schools were not open on my first visit this year.

There are in all 18 schools in my district; some of these I have been unable to visit on account of distance or lack of facilities for reaching them. Four schools are taught by members of religious communities, viz.: Mattawa, Wikwemikong (boys and girls) and Fort William; each of these has two or more teachers, and the attendance has been more regular than in the average Indian school. No special examination is required of teachers in the schools inspected by me, as they are all denominational schools. However, the clergy satisfy themselves of the fitness of the teachers and make the appointments in connection with the Indian agent. The preference is usually given to those having some acquaintance with the Indian tongue; as the salaries are low and the positions not always the most desirable, there is little competition for places, and in fact, difficult to secure teachers at all qualified for the work. There are ten of the teachers having some acquaintance with the Indian language, three of them being whites. These teachers have a decided advantage over the others, especially in regard to the younger pupils who know nothing of English at first, and have to receive instructions and commands in their own tongue. The teachers who do not understand Indian have

to give explanations through the medium of the older children ; but this method is unsatisfactory in its results, and the pupils' progress is very slow, as the teacher fails to gain their confidence and sympathy. Many of the schools have charts of Indian words and phrases, some with the English equivalent following; a few have Indian books from which the teacher or pupils read and translate. These means have greatly assisted the children to learn English, especially where the teacher has employed writing, as well as speaking, to show the English equivalent. Object lessons are also used, though not so common as they should be ; lists of familiar objects and common expressions are also given with beneficial results. If the teacher's knowledge of Indian would permit him to make more frequent use of these means, I am convinced that a much better knowledge of English would follow, and that it would be less common to hear pupils reading pretty fluently from an English book, subjects of which they did not know the meaning. About half an hour daily is devoted to religious instruction, the pupils learning their prayers in their mother tongue when the teacher is competent so to teach them.

The general complaint of the teacher is that the attendance is most irregular, and that the parents manifest so little interest in the education of their children. This seems to be but too true in most cases, for many of them fail to see that great benefit is to be derived from their school training. There are two causes open to improve this matter, and to ensure some good result from the money spent for the schools. One is the compulsory system by which the grant to the child or to the family might depend upon the attendance of children of school age for a certain number of days each term, unless excused for sickness or other proper cause. The other means is to offer some inducement for regular attendance, such as a slight increase in the annuity, or by giving something to the child as he attends daily. This has been tried in some places by allowing pupils some delicacy in the way of food better than what they would get at home. It is stated that this bribery was successful in making the attendance far more regular, and thus contributing to the advancement of the school. At present, outside of five or six of the larger schools, the money spent does not give a proper return in the advancement of the children, and some reform is needed to make the schools show better results.

W. S. Clendening, Esq., Inspector, East Bruce.

Saugeen and Cape Croker Reserves.

Visited Saugeen, May 14 and 15, Sep. 17 and Nov. 21 ; visited Cape Croker, May 8 and 9, also Oct. 9 and 10. Made in all 12 visits ; found one of the schools closed in the fall, for the day, for lack of wood.

At the beginning of the year the staff of teachers was the same as for 1888, but there were two changes during the year. There was but one Indian teacher who has not yet passed the entrance examination though he has tried it twice. One of the white teachers held a 2nd class certificate, 2 were of 3rd class standing, and 2 had only passed the entrance.

The salaries paid were, in two instances $300 and a residence; in one instance $300; and in three instances $250.

At the time of inspection the attendance at three of the schools was light, and at the other three fairly good. From conversation with the teachers and others, I learn that the Indians exercise but little control over their children, and consequently the attendance at the schools is far from satisfactory.

I am able to speak approvingly of the order, management and methods on the part of the teachers, nevertheless, the results have been slight in consequence of irregularity of attendance.

The school in Cape Croker village is a mixed school and doing good work. I was able to apply the same tests as in the public schools, and the result was a credit to the teacher and pupils.

The school accommodation is good and the premises are kept in pretty good repair.

Encouraging improvement was made in the schools during the year in two particulars, viz., a better knowledge of the words read and used, and less timidity in the exercises conducted by the inspector.

A. B. Davidson, Esq., Inspector, North York.

Indian School, Georgina Island.

First Visit.

On the 7th of June, I visited the school, which stands near the centre of the island with a population which is purely Indian. There are about 40 children on the island. Of these 17 boys and 8 girls were registered during the quarter I visited the school. They were classified as follows: 1 boy, aged 16, in 3rd book Ontario Readers; 3 boys ages 15, 14, 14, in 2nd book; 3 boys and 1 girl, ages 12, 10, 10 and 13, Part II, first book; 10 boys and 7 girls, average 8, in Part I. first book. The average attendance for the previous six months was 11. The teacher visited some of the most careless families and endeavored to induce them to send the children more regularly, This they did for a few days after the visit, but old habits soon reasserted themselves and they remained away as formerly. The reading of the pupils is slow and monotonous in the extreme, but their apprehension of the meaning is better than their reading expression indicates. In arithmetic the best of the pupils do little more than solve simple problems involving a knowledge of the fair simple rules. In connection with their reading lessons they memorize a good deal of poetry and are taught to define words, phrases, etc. The copy books were neat and clean. They have considerable aptitude for drawing, and should be furnished with the Kindergarten drawing books. Singing and calisthenic exercises are practised to some extent. The teacher is doing his work fairly well.

Second Visit.

On the 14th Nov. I visited this school and found the school under the care of Mr. E. L. Dimsdale, a young man 16 years of age. He had passed the entrance examination at Bradford high school in 1887, and had obtained a third class certificate at Parry Sound, in July, 1889, for that district. The certificate was withheld until he should be of age. He took charge of this school on the 16th of August last, and has evidently done good work. I found 16 pupils present. The average attendance for the preceding two months was 15, and the number on the register 30, whose average ages were between 10 and 11. Of these 30 pupils, 16 are in the first reader, Part I. and II.; 10 in the second reader, and 4 in the third reader. All the pupils are studying reading, writing, drawing and arithmetic, and 14 in addition grammar and geography. All are exercised in calisthenics and singing to some extent. The aptitude of the children in writing, drawing and singing is distinctly greater than in the other subjects. Were Kindergarten drawing books supplied it would help them very much in their drawing. The third book class in arithmetic were working simple problems in simple division, bills and accounts. In grammar they could analyse very simple sentences. In geography they showed considerable familiarity with the definitions and maps of Ontario. I need scarcely say that all the exercises were gone through slowly and monotonously by the children, especially the reading. This was not due to their training, as the teacher showed himself to be quick and energetic, but to the easy, indolent nature of the pupils.

The teacher's father has charge of the mission work on the island. Father and son seem well adapted for their work, but unless the dwelling house of the missionary is made much more comfortable for the winter, we may expect another change of teacher and missionary at no very distant date, with its attendant loss in church and school work.

E. Scarlett, Esq., Inspector, Northumberland.

Indian School, Alderville, Township of Alnwick.

My visit to this school was on September 12, 1888. Found 24 Indian pupils present; clean, tidy and respectful; read and spell fairly; gave intelligent answers regarding the meaning of the passages read; write fairly; make quite an offer at drawing; not so expert in arithmetic as white children. The present teacher, the Rev. Mr. Lawrence, is the most efficient I have met with in this school since I have had the oversight of it. He is a teacher of some twenty years experience in public school work, and is active and energetic. I reported to the Indian Department the wants of the school, *i.e.*, a frame for tablets, half a dozen third readers, half a dozen of school geographies, a box of slate pencils, and a box of pens, all of which were sent forthwith.

On the 26th September, I again visited the Indian School, Township of Alnwick. The school is situated in the Indian Village of Alderville, so called after one of the early missionary secretaries.

There are 37 pupils enrolled and an average attendance of 30. Many of the Alnwick Indians are remarkably intelligent, and the children were neat in appearance, pleasant, and especially proficient in reading, orthography, writing and geography.

The present teacher, the Rev. John Lawrence, who acts both as pastor and teacher to the Indians on this reserve, has done excellent work for over a year in this school and in its surroundings. The large increase in average attendance is mainly due to his tact and able management. He has arranged about four hours for daily school-room instruction, which is well adapted to the native instincts of his pupils.

The school-room itself, 30 feet square, is an apartment of a fine brick building, 60x30, the upper floor of which is used as an Indian council room.

The founding of this school dates back to '37 when the Grape Island Indians were transferred to a 3,500 acre reserve of the best of land in Alnwick. Here they were under the special supervision of the Reverend and Venerable Case, "Father of Indian Missions in Canada," who was familiarly known to them as Keede Ma Kahdawe Koonahye, which, I learn from the older Indians, signifies "the big black coat man." Elder Case died in '55.

The Alnwick Indians are Mississaugas and number about 250.

The Indian Agent, John Thackeray, Esq., manifests a deep interest in the welfare of the band and the progress of the school.

I have the assurances of the co-operation of Chief Chubb and other active men in endeavoring to secure the progress of the school, and I am satisfied from the character of the leading spirits of the Alnwick band that nothing will be left undone to make the Indian school at Alderville a marked success.

James McBrien, Esq., Inspector, Ontario.

Indian School, Township of Rama.

The Indian School, Township of Rama, is taught by Miss Hattie Taylor, daughter of the minister in charge of the Indian Mission. She passed a certain Provincial examination in Manitoba. Although not professionally trained, being apt to teach by nature the school is proceeding with marked success. Her management, discipline, government are very good. The attendance of pupils is greatly improved.

As to the status of the school: The writing is excellent; drawing, very good spelling, good; reading, good; composition, very fair; literature, good; geography, very fair; arithmetic, indifferent.

R. Geo. Scott, Esq., Inspector, Renfrew.

Golden Lake.—I inspected the school on the Indian reserve at Golden Lake, twice during 1888. On the 27th February, and the 20th September.

First Visit.—There were 15 pupils registered; nine girls and six boys, classified as follows:—One in the fourth book; five in the third book; four in the second; four in the second part of the first book; one in the alphabet. Of these, there were present, five in the third book; two in the second book; one in the second part of the first book; three in the first part of the first book.

Those in the third book read fluently, and understood what they read about as well as an average class of English-speaking children; they also readily pointed out on the map all the places mentioned in the piece they read. They learn geography systematically, but are at a great disadvantage in this matter through the want of a proper set of maps. The department should send them such a set. I mentioned this in a former report, and the department remedied it by sending two maps. They could work questions in division very well. The pupils of the fourth, third and second classes write in copies. The writing was good. Those in the fourth and third classes had been practised in letter writing, which will undoubtedly prove a useful accomplishment to them. On the whole I found the school making gratifying progress.

Second Visit.—On the 20th September, I paid a second visit for the purpose of inspecting the school, but found that the Indian missionary was holding religious services at the church, and that the children were in attendance there, and would be so for several days. The teacher informed me that the school was going on much the same as at my previous visit, and that everything was working in a quiet and satisfactory manner.

The teacher, Miss Stack, is evidently discharging her duties faithfully and diligently, but is, I consider, inadequately paid. I was surprised when she told me she was getting only $200, I once before recommended $300, and thought she was subsequently paid that amount.

I also visited the school on the 8th of February, and on the 6th of September, 1889.

Registration and Attendance.

First Visit.

	Boys.	Girls.	Total.
Registered	5	8	13
Present	2	3	5

Second Visit.

	Boys.	Girls.	Total.
Registered	10	8	18
Present	10	8	18

Classification.

	4th Book.	3rd Book.	2nd Book.	Part II. 1st Book.	Part I. 1st Book.	Alphabet.
First Visit	0	0	2	0	2	1
Second Visit	1	1	2	4	3	7

All in the second, third and fourth books are girls; no boy reads above the second part of the first book. The pupil in the fourth book reads well, and understands what she reads; works compound multiplication; has a fair knowledge of general geography,

and writes a letter very fairly. The pupil in the third book reads fluently, but in somewhat of a monotone, though inflections are not altogether overlooked; and understands what she reads. Those in the second book read rapidly, but in a very monotonous style, and with indistinct, characteristic pronunciation. They have but a faint idea of the meaning of what they read. They work in addition and subtraction. The fourth, third and second classes write in No. 6 copy-boook. The writing is very good. The school is furnished with a set of first book lessons on tablets. New maps of Dominion and World, and 6-inch globe. A good blackboard 3 feet by 10 feet is much needed.

Altogether, I consider that the state of the school at my last visit was more promising than on any former occasion, and furnished very clear proof that if the parents would only keep the children steadily at school from about five to fifteen years of age, they would acquire a good practical knowledge of English, so as to read and write it with facility, and such a knowledge of arithmetic as would be sufficient for all ordinary transactions.

Miss Kate Stack, still continues in charge of the school. She is well liked by both the parents and children, and discharges her duties in a faithful and efficient manner. I certainly think that under the circumstances her salary is inadequate, and that it should be increased to $300 at least.

Isaac Day, Esq., Inspector, East Simcoe and Muskoka.

Indian Reserve School.

I paid two visits to the school on the Indian reserve, the first on June 13th, the second August 29th. On the morning of the former date I started bright and early from Bala on foot, and after travelling seven miles over rocks, through mud and mosquitoes, I arrived at the school about 9 o'clock. The building is a nice log one, and has quite a handsome appearance. The seats are of the latest and best pattern. The floor was clean. There was no blackboard, no chair (the teacher usually sat on the end of a log), and only two maps.

There were thirteen names on the roll. Six pupils were present—four girls and two boys—all in the First Reader. I am sorry to say that the children were very far behind. The teacher was neglecting *the* important part of his work, viz., the teaching of the English language. It was his custom to have the pupils repeat all the lessons with no attention to the meaning at all. One little girl said the multiplication table as high as thirteen times, but she understood not a word of what she said. I pointed out to the teacher his serious mistake. I told him that he should teach the meaning first and then the word, and to do this he should have language lessons every day, each lesson to be as long as he could keep their attention, and during the language lesson not a word of the Indian tongue should be used. When the child knew the meaning of the word and could use it it in a sentence, and so the meaning of phrases, etc., he should be introduced to the subject matter of the school books.

On my second visit I found nine present—two in second part and seven in first part. The teacher was succeeding much better. The teaching was much more intelligent, and I was told that the language lessons were very interesting. I know they were successful, for the children had far more knowledge of the English language.

Writing was taught very well. Two of the pupils could write very neatly and legibly.

The teacher is Donald Carmichael, he holds a II. Class Certificate and has been there now three years and a half.

I wrote to Dr. Sutherland last summer telling him the state of the school and askin for apparatus, but am sorry to say I was not successful in getting any.

D. McCaig, Esq., Inspector, District of Algoma.

Protestant Indian Schools in the District of Algoma.

This year nine out of the ten Protestant Indian schools in my inspectorate have been visited, five of them during my winter trip to the district in February last, and also again in September. The remaining four situated on Rainy River were visited in June during my visit to the public schools of that part of the district.

As to the state of efficiency and progress in these schools, I have to report that three out of the nine schools visited are doing good work, three only fair, while in the remaining three very little progress is apparent. In fact these three schools may be said to be almost stationary for the past three years at least. The chief difficulty with them, as with most Indian schools is irregularity, of attendance. The constant changing and moving about from place to place of Indian families with the change of season leave the Indian homes almost destitute for weeks together. Sugar-making, fishing and berry-picking cause children as well as parents to leave the settlements to secure these products of the lakes and forest, the only harvest which most Indian families gather during the year. Under these circumstances progress in many Indian schools is almost an impossibility.

The Indian schools which are doing the best work are at the mission stations where the children are wholly removed from the control of their parents and boarded and kept in the institution where they are taught. Under these conditions Indian schools are fairly successful, but in very few cases where children are under the control, or rather lack of control of their parents, can Indian schools, at least in the District of Algoma, be said to make any adequate return for the time and means expended in maintaining them; and this I am convinced will be the case during the present generation, unless some pressure, more potent than any sense of responsibility felt by parents for the education of their children, can be brought to bear upon them.

Following will be found a statement of the attendance and state of the progress of the schools referred to:—

Feb. 7th—Visited the Sheguiandah Indian school taught by Charles Hastings, a man of fair ability and education, and anxious to succeed. Found in attendance six pupils in First and Second Books, seventeen names on the roll. Condition of school very low. A little reading, writing and spelling taught, but very little progress in any other subject. The poorest Indian school in the district.

Feb. 22nd—Visited Sucker Creek Indian school, taught by a Miss Lewis. Present, sixteen pupils, nineteen on the roll. This school has been about two years in operation. Attendance and progress improved under the present teacher. Classes in First and Second Books. Considerable life and activity manifest in work of the school.

March 19th—Visited Garden River Indian school, taught by a Miss Brown, doing very good work. Present, twenty-eight pupils, thirty on roll. Classes in First, Second and Third Books. Reading, writing and spelling very good. Geography and arithmetic fair. This is one of the best Indian schools in the district. Some eighteen months ago when Miss Brown took charge of the school I recommended her, as I have all teachers of Indian schools, to collect a museum of objects, covering as far as possible all those mentioned in the lessons of the First Book and to use them invariably in teaching those lessons. Miss Brown acted on this advice and has followed the course recommended for about eighteen months. The result has been most satisfactory. The school has been raised in a year and a half, from being one of the poorest in the district to one of the best; and children who less than two years ago did not know a word of English can now translate sentences written in Indian on the blackboard into good English and *vice versa*, while the reading in the various classes is distinct and intelligent, contrary to the general experience in Indian schools.

From the success which has attended Miss Brown's course I would very strongly recommend that all Indian schools be supplied with a set of objects or museum, if it were only such as are contained in the common toy called Noah's ark.

March 19th—Visited the Wawanosh Home for Indian girls. Found in attendance sixteen pupils, twenty-two on roll. Classes, First to Third Books inclusive. School room clean but too small. Classes doing good work in reading, writing and spelling, with a fair beginning in arithmetic, grammar and geography. The school is taught by a Mrs. Bligh, from Collingwood, who is doing remarkably well among the Indian girls who, besides the work of the school room, spend a portion of each day in general house work.

March 19th—Visited Shingwauk Home for Indian boys. Found present twenty-six pupils, fifty on roll. The half-day system is pursued at this school, the boys working one-half of each day in workshops, or on a farm connected with the home. The school is taught by a Mr. McCallum, who holds a Third Class Professional and a Second Class Non-Professional Certificate. Mr. McCallum is very anxious about the success of his school, and working diligently to raise its standing. Last year four of the Indian boys from this school tried the entrance examination, and though they failed to obtain the requisite number of marks, yet the attempt shows that the school is aiming at higher things than the average Indian school.

I again visited the above-named schools in September and found the state of things very much as already described, so that it is unnecessary to extend this report by any additional description.

Rainy River Indian Schools.

May 30th—Visited school at Hungry Hall. Found teacher absent and school closed for a week's holiday. Learned the usual attendance to be about twenty-five. Classes in First and Second Books.

May 31st—Visited Manitou Indian school, taught by John Kirkland, an earnest and energetic teacher fully devoted to his work and greatly respected by the Indians. Present, nineteen pupils, thirty on roll. Classes in First to Third Books inclusive. Reading fair, writing and spelling good, arithmetic low. Mechanical operations up to end of multiplication only possible by classes.

May 31st—Visited school at Fort Louise. Average attendance about ten. A change of teachers had just taken place and school had been opened after some weeks' holidays. Things in a very bad state. School-house covered with bark and leaky and very dirty, wholly unfit for occupation. Heard the few pupils present read, and on my return to Rat Portage called on Mr. McCracken, Indian agent, and urged some improvement in school-house and surroundings.

June 1st—Visited school at Little Manitou. Found sixteen pupils present. Classes in First to Third Books inclusive. School room very dirty and everything untidy. Teacher expecting to leave in a few days and evidently putting in time.

The Indians on Rainy River are almost all Pagan, and very little attempt is made to impart any religious instruction. Except in Mr. Kirkland's school, I believe nothing whatever is done in this way.

In concluding my report of Indian schools in the District of Algoma for the present year, I can only urge as a mere matter of economy that some pressure be brought to bear upon Indian parents to secure a more regular attendance at these schools. As it is, the energies of teachers and the Government allowance are all but wasted in the almost fruitless attempt to keep them open, while results are in many cases almost nothing.

ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.—*Continued.*

Report of J. F. White, Esq., Inspector, Western Division.

In this division there are this year 120 schools and 275 teachers. By comparison with last year's report this shows a gain of 7 teachers and a loss of 3 schools. The gain in the number of teachers is due chiefly to the growth of the schools already established, as but one new school was organized during the year, that at Preston. The decrease in the number of buildings does not indicate, as might naturally be supposed, that the separate school system is dying out in this district, for every school was in operation the whole year. On the contrary it has resulted from improvement in the accommodations; one new and larger building having in some places, taken the room of two old structures to the great advantage of the school. Several of the old buildings have been repaired or refurnished, thus adding greatly to their comfort and convenience. In the rural sections No. 1 Nichol and No. 10 Williams West, good, substantial, brick buildings have been provided, which will amply supply the needs of these places for some time to come. Handsome and well appointed schools have been erected in Elora, Preston and Sault Ste. Marie. In each case the trustees have wisely made pretty ample allowance for the probable increase of the school population. Hamilton and Toronto are also making efforts to meet the demands of the rapidly increasing attendance in these cities. In general the new schools are comfortable and substantial, and possess much better provision for proper heating and lighting than do the buildings erected some years ago. Though some improvement has been made in the matter of ventilation there is yet room for a very great advance in the majority of cases. I might here observe that the method of estimating the extension or the retrogression of the separate school system by the number of schools given in the tabulated report from year to year may sometimes be very misleading. The number so returned means simply the buildings used for school purposes or in the possession of the trustees, and affords no sure indication of the growth of the system. As stated elsewhere, though there are this year fewer buildings than there were last year, it is due to the erection of larger and better school-houses. A surer way of finding the progress made in a given time is to compare the number (1) of places in which schools exist, (2) of teachers, (3) of pupils at the beginning and the end of this period. In 1877 there were in the country north and west of Toronto, (including Toronto also) 87 places in which separate schools existed; 192 teachers were employed and about 13,700 pupils were in attendance. This year there are in the same territory, 91 places where separate schools are open; 275 teachers are at work and 1,600 pupils are enrolled.

——	No. of places having Separate Schools.	No. of Teachers.	No. of Pupils.
1889	91	275	16,000
1877	87	192	13,700
Increase in 12 years	4	83	2,300

From this statement it will appear that of late years the increase has been owing rather to the natural growth of the schools in the places where they were already established, than to the general spread of the system through the country. There are many localities in this district where the numbers and wealth of the Catholics would easily enable them to organize and maintain efficient separate schools, but unless forced by circumstances to make the change, they will probably remain as they are. Of the 275 teachers engaged this year, 191 are members of different religious communities established

for teaching; 1 is a B.A., of Toronto University; 2 hold non-professional first class certificates; 35 have second class certificates, having taken a Normal School course, 15 others hold non-professional seconds, 23 have thirds only, and 8 have been teaching on temporary certificates. In regard to the last mentioned class it may be stated that these permits were as a rule granted only for French or German schools, after the trustees had found it impossible to secure the services of a properly qualified teacher. In every case, however, the applicant for such a certificate was required to possess a good knowledge of English in addition to that of the other language required, before such application was recommended. From this return it will be seen that as a rule the teachers of this division have faithfully endeavored to fit themselves for their high calling by suitable training in both literary and professional work.

The average number of registered pupils to each teacher is about 60; in rural sections it is somewhat less than this, but in towns and cities it is greater, As the attendance averages less than 60 per cent. this does not perhaps, give the teacher too much work in many cases. There are, however, several instances where the teacher's task is far too great, particularly in junior divisions, as the popular idea seems to be that from 60 to 100 pupils are not too many for one room. This would be far too much work for one teacher, even if she had only to try to keep the pupils in order without attempting to teach them, but, when we consider that beginners require more individual teaching and showing than the senior pupils, the great need of change in this arrangement is readily seen. If the efficiency of a school can be judged from the number of its pupils successful at public examinations, the separate schools in the west may be regarded as up to the standard, and as having advanced considerably in the last few years. In the report for 1885, (the last one in which such information is given) it is stated that 81 pupils from separate schools wrote, in Dec., 1884, and 105 in July, 1885, for entrance to the High Schools in this division. In July, 1889, from the same district, 170 pupils tried this examination and 91 were successful, about the same number as for the two examinations mentioned above. That is, at the one examination in 1889, the number writing and the number successful about equalled the results for two examinations five years previously. For the past two years, 318 pupils were reported to me as having passed this examination. It should be mentioned that Toronto and Hamilton having together more than one-third of the pupils and teachers of this division, send no pupils to this examination, as they have classes doing work of some of the forms of a High School. If we allow the schools in these two cities to be as efficient as the average separate school, the number passing to High Schools would be largely increased; instead of 318 it would be at least 477 in the two years.

The girls' high class, Toronto, sent candidates to the teacher's non-professional examination and as usual they were very successful in passing a good proportion for both third and second class certificates. Though some other schools in this division do fifth form work, this is the only one sending pupils each year to write at any public examination.

In 19 departments in my inspectorate German is taught, and in 13 French; in every case, however, English receives careful attention. All the teachers are able to speak and teach English very well, and with scarcely an exception, every pupil in the school is taught English. The teaching is such as to give pupils a very satisfactory acquaintance with both written and spoken English.

I am pleased to be in a position to state that the year's work has been very satisfactory.

Toronto, Dec., 1889.

4. High School Inspection.

Report of J. E. Hodgson, Esq., M.A., Inspector, Eastern Division.

I beg to present the following summary of my reports of inspection of the High Schools and Collegiate Institutes in my inspectorate during the year 1889. In the tables showing the grading of the schools the Roman numerals indicate the grades, and the Arabic numerals shew the number of schools to which each grade has been assigned. For the sake of convenient reference I have prefixed to Table A the value assigned to each grade in apportioning that part of the Legislative Grant which is based on accommodations.

Accommodations.

(Values assigned each grade in apportioning the Legislative Grant.)

Two Masters' Schools.

Grades.	Water closets.	Water Supply.	School Grounds.	School Buildings.	Class-rooms.	Halls.	Waiting-rooms.	Cap-rooms.	Private Rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
I.	6 00	3 00	15 00	6 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	3 00	3 00	6 00
II.	5 00	2 50	12 50	4 50	20 00	2 50	2 50	2 50	2 50	7 50	2 50	2 50	2 50	4 50
III.	4 00	2 00	10 00	3 00	16 00	2 00	2 00	2 00	2 00	6 00	2 00	2 00	2 00	3 00
IV.	3 00	.....	7 50	1 50	12 00	1 50	1 50	1 50	1 50	4 50	1 50	1 50	1 50	1 50

Three or more Masters' Schools.

I.	9 00	4 50	22 50	9 00	36 00	4 50	4 50	4 50	4 50	13 50	4 50	4 50	4 50	9 00
II.	7 50	3 25	18 75	6 75	30 00	3 75	3 75	3 75	3 75	11 25	3 75	3 75	3 75	6 75
III.	6 00	2 00	15 00	4 50	24 00	3 00	3 00	3 00	3 00	9 00	3 00	3 00	3 00	4 50
IV.	4 50	.....	11 25	2 25	18 00	2 25	2 25	2 25	2 25	6 75	2 25	2 25	2 25	2 25

Collegiate Institutes.

I.	12 00	6 00	30 00	12 00	48 00	6 00	6 00	6 00	6 00	18 00	6 00	6 00	6 00	12 00
II.	10 00	4 00	25 00	9 00	40 00	5 00	5 00	5 00	5 00	5 00	5 00	5 00	5 00	9 00
III.	8 00	2 00	20 00	6 00	32 00	4 00	4 00	4 00	4 00	12 00	4 09	4 00	4 00	6 00
IV.	6 00	.....	15 00	3 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	3 00	3 00	3 00

TABLE A.

Two Masters' Schools.

——	I.	II.	III.	IV.	O.
Water closets	1	4	6	4	3
Water supply	0	2	11	0	5
School grounds	0	4	3	5	6
School buildings	4	3	5	3	3
Class-rooms	5	2	6	5	0
Halls	1	2	3	4	8
Waiting-rooms	0	0	0	0	18
Cap-rooms	2	2	5	3	6
Teachers' private rooms	0	1	0	0	17
Desks	2	5	6	5	0
Blackboards	6	3	4	3	2
Lighting	4	4	3	7	0
Heating	5	3	4	6	0
Ventilation	6	1	3	7	1

Three or more Masters' Schools.

Waterclosets	7	6	7	6	0
Water supply	3	3	11	0	9
School grounds	0	8	8	8	2
School buildings	8	6	8	3	1
Class-rooms	6	9	6	5	0
Halls	4	1	6	7	8
Waiting-rooms	0	2	0	2	22
Cap-rooms	4	4	3	3	12
Teachers' private-rooms	1	5	2	2	16
Desks	0	10	12	4	0
Blackboards	10	11	2	2	1
Lighting	9	5	7	3	2
Heating	10	8	5	3	0
Ventilation	7	6	8	4	1

Collegiate Institutes.

Waterclosets	4	2	3	2	0
Water supply	6	3	2	0	0
School grounds	4	4	2	0	1
School buildings	5	2	3	1	0
Class-rooms	3	6	1	1	0
Halls	3	4	2	1	1
Waiting-rooms	2	1	0	1	7
Cap-rooms	3	2	2	1	3
Teachers' private rooms	4	4	2	1	0
Desks	2	5	4	0	0
Blackboards	9	2	0	0	0
Lighting	4	3	3	1	0
Heating	7	3	0	1	0
Ventilation	6	3	1	1	0

I may say that in regard to several of the items the low grading is due to defects that are all but irremediable except by the purchase of fresh sites, and the erection of new buildings. This remark is specially pertinent in connection with school buildings, grounds, halls, waiting-rooms and teachers' private rooms. I am glad, however, to be in a position to state that in almost every case I have found the trustees willing to adopt and act upon such suggestions I could make regarding improvements in accommodations. Within the two years during which I have had charge of the eastern inspectorate, new buildings, of either brick or stone, and arranged according to modern notions of school architecture, have been completed at Lindsay, Brockville, Iroquois, Georgetown, Kemptville, Madoc, Desoronto, Campbellford, and Uxbridge; whilst important additions and improvements have been made at Smith's Falls, Morrisburgh, and Bradford, and there is in course of erection at Napanee what promises to be one of the best High School buildings in the Province.

Equipment.

TABLE B.—*Two Masters' Schools.*

——	Library.	Apparatus.	Maps, etc.	Appliances for Physical Education.
	$ c.	$ c.	$ c.	$ c.
Alexandria	30 00	115 47	15 25	.....
Arnprior	170 00	92 85	45 50	.....
Aurora	154 60	125 90	60 50	.....
Bradford	.....	119 94	63 00	.....
Brighton	103 05	225 42	.....	.....
Colborne	232 60	231 60	52 30	.....
Georgetown	.....	31 33	.....	.....
Hawkesbury	175 30	177 20	130 00	.....
Madoc	229 15	271 30	76 50	.....
Markham	86 97	91 29	35 00	.....
Newburg	267 05	166 41	35 00	.....
Newcastle	113 10	30 35	19 00	.....
Oakwood	24 80	29 80	15 50	.....
Omemee	41 45	91 56	44 50	.....
Prescott	82 95	110 64	75 50	.....
Richmond Hill	142 20	70 40	45 50	.....
Stirling	108 76	157 44	46 50	.....
Sydenham	.....	48 80	.....	.....

Three Masters' Schools.

	Library.	Apparatus.	Maps, etc.	Gymnasium.
	$ c.	$ c.	$ c.	
Athens	336 47	230 56	21 00	O
Almonte	381 62	188 11	46 00	O
Belleville	174 00	340 00	133 75	O
Bowmanville	400 44	137 25	18 50	O
Brampton	45 80	210 70	28 75	O
Campbellford	35 00	300 00	27 00	O
Carleton Place	97 40	186 20	47 00	O
Cornwall	375 91	152 15	128 17	O
Gananoque	74 88	70 52	94 33	O
Iroquois	265 29	303 34	19 75	O
Kemptville	126 40	278 69	70 00	O
Morrisburg	391 83	506 33	67 00	$300 00
Napanee	274 65	387 75	83 50	O
Newmarket	146 36	357 58	52 75	O
Norwood	228 92	38 55	32 00	O
Orillia	329 58	134 55	.....	O
Oshawa	168 16	263 21	54 50	O
Pembroke	15 50	225 39	91 00	O
Port Hope	154 45	286 15	51 50	O
Port Perry	296 25	120 49	44 25	O
Renfrew	50 00	87 66	17 50	O
Smith's Falls	152 60	359 60	67 50	O
Trenton	144 17	294 17	59 50	O
Uxbridge	89 31	134 42	.....	O
Vankleekhill	50 00	109 20	37 50	O
Williamstown	50 00	130 15	45 00	O

Collegiate Institutes.

	Library.	Apparatus.	Maps, etc.	Gymnasium.
	$ c.	$ c.	$ c.	
Barrie	435 81	519 97	134 00	Fair.
Brockville	418 80	206 00	116 43	do
Cobourg	500 67	475 76	77 00	do
Guelph	524 27	531 53	139 00	Good.
Kingston	536 70	528 00	94 00	Fair.
Lindsay	530 00	530 00	150 00	do
Ottawa	521 00	409 50	84 00	Good.
Perth	469 55	650 05	140 85	do
Peterboro'	497 85	479 84	157 50	Fair.
Whitby	450 00	539 03	125 00	Good.

The equipment of the High Schools as regards the supply of apparatus and conveniences for the practical teaching of natural scicence, has improved, but is still in almost all of them considerably below the standard fixed by the Regulations. The supply of books of reference has been materially increased in some of the schools, but in most it remains almost unchanged. The use of wall-maps in teaching geography seems to be on

the wane, most teachers preferring to teach the subject through the maps in the authorized text-book, and consequently few and small additions have been made to the supply. With a few exceptions, there is little or no provision of appliances for physical education.

The equipment of the Collegiate Institutes is in almost all cases up to the minimum required by the Regulations, and in some beyond it.

TABLE C.

Character of the Teaching, Discipline and Organization.

Two Masters' Schools.

	English.	Mathematics.	Science.	Classics.	French and German.	Commercial.	Music.	Drawing.	Drill and Calisthenics.	Discipline.	Organization.
I	2	3	2	2	2	0	0	5	0	16	3
I-II	6	4	0	0	0	1	0	0	0	0	0
I-III	0	0	0	0	0	0	0	0	0	0	0
II	4	9	3	9	8	8	0	1	0	1	14
II-III	4	1	0	2	0	0	0	0	0	0	0
III	0	1	2	1	2	0	0	0	0	1	1
IV	0	0	1	0	0	0	0	0	0	0	0
Not graded	2	1	2	2	2	2	0	2	0	0	0
Not taught	0	0	1	0	2	0	19	0	16	0	0
Not inspected	0	0	7	2	2	7	0	10	2	0	0

Three Masters' Schools.

I	3	7	5	8	6	8	0	2	1	25	13
I-II	16	10	3	6	3	1	0	0	0	0	0
I-III	4	1	0	0	0	0	0	0	0	0	0
II	1	6	10	9	11	8	0	4	1	1	10
II-III	1	1	1	1	3	0	0	0	0	0	0
III	1	1	1	2	1	0	0	0	0	0	3
IV	0	0	0	0	0	0	0	0	0	0	0
Not graded	0	0	0	0	0	0	0	0	0	0	0
Not taught	0	0	0	0	0	0	25	0	24	0	0
Not inspected	0	0	6	0	2	9	1	20	0	0	0

Collegiate Institutes.

I	1	7	3	3	6	3	0	1	5	8	5
I-II	5	0	0	1	1	2	0	0	0	0	0
I-III	2	0	0	0	0	0	0	0	0	0	0
II	0	1	3	4	0	0	0	1	2	0	3
II-III	0	0	0	0	1	0	0	0	0	1	0
III	0	0	0	0	0	0	0	1	0	0	0
IV	0	0	0	0	0	0	0	0	0	0	0
Not graded	1	1	2	1	1	2	0	1	0	0	1
Not taught	0	0	0	0	0	0	9	0	0	0	0
Not inspected	0	0	1	0	0	2	0	4	2	2	0

In grading the character of the teaching, I have found it necessary to make intermediate grades, viz., I-II, II-III, etc. The reason of this mode of grading is that some subjects in the various departments receive more attention and are better taught than others. This is very frequently due to the fact that a department is often unavoidably divided among several teachers, especially the departments of English and Mathematics.

It is to be regretted that, as a glance at Table C will show, little or no provision is made for the systematic physical training of the pupils in the High Schools. In the Collegiate Institutes, on the other hand, since this subject has been made obligatory as a part of the regular school work, excellent results are observable in the improved carriage and bearing of both girls and boys; so much so that the disapproval of the placing of this subject on the list of obligatory studies, which existed in some of the Boards, has changed to approval. There is, of course, a danger that the pupils may overdo their practice of gymnastics and thus receive injury instead of benefit therefrom; this danger, however, is obviated by the regulation which provides that the practice shall be under the supervision of one of the teachers, whose duty it is to see that the practice is wisely conducted. But whilst it is a fact that in most of the High Schools little or no provision is made for systematic physical training, it is also a fact that in most of them some outdoor game, such as cricket, lacrosse, and baseball in summer, and football in the spring and fall, is regularly played. These games are of course healthful for the boys, and to some extent counteract the lack of the systematic training of the gymnasium; but the girls take no part in them, and are not supplied with any equivalent.

As regards the regular work of the class-room I have to report that in a number of the three-masters schools the fitting up of rooms for practical work by the pupils in science has made a very material difference in the educative value of the work done in that department. There is, however, still room for much improvement in this direction. In connection with the commercial department I have much pleasure in reporting that the regulation requiring candidates for third-class certificates to submit a set of books done during their attendance at school, has caused a very marked improvement in the neatness and accuracy of the school work; and I have no doubt that the habit thus formed will cling to the pupils in their after-life, and be of value to them in their business careers.

In connection with the teaching of mathematics I have to report that the announcement that algebraic solutions of questions in arithmetic will be accepted at the departmental examinations has had a wholesome effect in removing all necessity for continuing the old device of concealing a really algebraic process by using a special 'unit' in the solution of a certain class of problems. The custom now is to call the 'unit' 'x' or 'y,' and proceed as in algebra.

During the year 1888 I found that in most of the two-masters schools the dropping of Euclid from the list of examination subjects for third-class certificates had resulted in the non-teaching of that important subject in Form I; but I am glad to be able to state that during 1889 this study has, at least to some extent, been restored to Form I in nearly all the high schools. This is as it should be, for it was never the intention of the Education Department, so far as I am aware, that the omission of this subject from the examination list should result in its banishment from the time-table of the school.

During the present year the use of the recently authorized edition of Euclid, McKay's, has become general in the High Schools and Collegiate Institutes, and the improvement in the ability of the pupils, especially the girls, to solve deductions is most gratifying. This is, I think, largely due to the excellently graded series of exercises based on the propositions and groups of propositions, that the book contains.

In remarking on the teaching of Latin and Greek I wish to call attention to the fact that a considerably greater amount of time is devoted to the reading of the prescribed texts than to the teaching of grammar and composition. The mode of dealing with the former is on the whole fairly satisfactory, and in many cases really excellent. The improvement in the character of the translations that has resulted from the increased efforts of the teachers to lead up from baldly literal renderings to more idiomatic ones, is noticeable; and equally noticeable is the stronger grasp the pupils consequently have of the innate differences of structure between an English sentence and its Latin or Greek equivalent, as well as of the relative strength and weakness of analytic and synthitic languages. But this grasp would be greater still if more attention were paid to the re-translation, after a few days interval, of idiomatic English versions into Latin and Greek. This is a method recommended by Ascham in the seventeenth century, and I do not think the principle has been improved on since.

It must be borne in mind, however, that the character of the examination has a very great deal to do in determining the character of the teaching in every department, and so long as the examining bodies continue to allow the marks obtained on the prescribed texts to count with those obtained on grammar and composition for the pass minimum, not exacting a minimum on each paper, so long will the teachers find it difficult to induce their pass pupils to devote due attention to this important feature of the department, and so long will the classical professors in the colleges have reason to complain that they find their students inadequately prepared. The remedy, therefore, is in the hands of the examining boards; if they will but insist on a minimum number of marks on each paper for a year or two, I think they will find the High Schools quite equal to the task of sending up pupils properly prepared, and glad at the opportunity of doing so.

In French and German, as in Latin and Greek, more time is devoted to the study of the texts than to that of grammar and composition, and for a similar reason. Some improvement has been made, I think, in the matter of using dictation and conversation as means of familiarizing the pupils with the pronunciation of the languages and with their colloquial idioms; but on the whole the teaching is considerably below the standard set by Mr. Fitch, who tells us that "no lesson in French" (and I presume the remark applies with equal force to German) "which is confined to translation and reading is worth much if it is not followed up by actual conversation."

The discipline in the schools remains unchanged. In very few instances have I had occasion to report unfavorably of a school in this respect. Of course one occasionally meets with a class disposed to take advantage of the inexperience of a young teacher, but as a rule the head masters have the schools in such control that even the teachers fresh from the training institutes have little difficulty in this respect.

A glance at the table will shew that the grading of the High Schools in organization is nothing like so high as in discipline. This is not generally attributable to any fault of the head masters, but simply to the fact that the number of subjects to be taught and of pupils is, relatively to the number of teachers, so large that it is in many cases impossible to overtake the work in school hours. As a consequence, it is not an uncommon thing for the staff of a school, especially if there are but two teachers, to be forced to teach from half-past eight in the morning until half-past four or five in the afternoon.

As to the proportion of time allotted to the various subjects, I have generally found it fairly based on their relative importance.

Special Report on Upper Canada College.

Organization.

The pupils of the College are distributed among six forms, ranging from Form VI., the highest, to Form I., the lowest. The number of pupils in attendance is so large, however, that the forms are sub-divided, so that there are really thirteen classes. The following table shows the number of pupils in the various forms and departments :—

	VI.	M.C.	V.	IV. B.	IV. A.	Upper Modern	Lower Modern	III. B.	III. A.	II. C.	II. B.	II. A.	I.	Total.
1. English Department	5	23	13	27	28	12	34	21	30	31	33	30	33	320
2. Mathematical Department	5	23	13	27	28	12	34	21	30	31	33	30	33	320
3. Science Department	....	....	....	27	28	12	34	....	....	....	....	....	....	101
4. Latin	5	23	13	27	28	....	....	21	30	31	33	30	33	270
5. Greek	5	12	8	12	18	....	....	16	16	....	....	....	....	87
6. French	5	13	13	26	26	12	31	15	31	29	32	29	33	295
7. German	5	13	9	25	23	9	24	14	27	1	....	....	....	150
8. Commercial Department	....	....	....	....	....	12	34	....	....	....	....	....	....	46
10. Drawing	....	....	2	3	4	4	2	1	1	3	....	....	....	20
11. Drill, etc	....	....	....	27	28	12	34	21	30	31	33	30	30	276
12. Residing in Toronto	3	12	12	16	19	5	14	11	25	17	27	20	21	202

Form VI. consists of boys preparing the work prescribed for pass and honors at the approaching University matriculation examination. In the column headed M.C. is placed the number of boys preparing the pass work only of the same examination. Form V. consists of boys preparing for promotion to VI. Form IV., divided into sections B and A, consists of boys preparing for promotion to V. The Modern Form consists of boys preparing for mercantile, or other pursuits, but not for matriculation. Form III. comprises boys preparing for entrance into either IV. or the Modern. The pupils of Forms II. and I. are the juniors of the College.

According to the regulations, the limit for entrance to Form III. in U. C. C. is the same as that for entrance to a High School or Collegiate Institute, and the work done in Forms II. and I. is similar to that in the Fourth and Third Classes of a Public School, with the exception, of course, that languages other than English are not placed on the Public School course of study. So that, practically, the College is divided into an upper and a lower school, the text-books of the former being those prescribed for the High Schools, those of the latter the text-books of the Public Schools. In the sub-divided forms the work prescribed for each section is the same, except in the case of the Modern Form, in which more advanced work is taken up in the upper section.

Promotions from form to form are based on annual written examinations supplemented by the masters' estimate of the boys' work in class as shown by their standing in the class registers, in which is kept a detailed record of the rank in class of each boy at the conclusion of each lesson. On the occasion of my visit of inspection in 1888 I had occasion to remark that the pupils in some of the classes were very uneven in their attainments, a result, as was explained to me, of promotions to make room for additional pupils in the lower forms. This year, I am glad to report that this defect has, to a great extent, disappeared, the pupils in the various classes being as nearly even in their attainments as is consistent with varying ability and aptitude.

The Staff.

The teaching staff consists of thirteen regular members, whose whole work is in connection with the College, though two of them do not teach full time, and occasional teachers for drawing, gymnastics, and music. With the exception of two, all the regular teachers are University graduates, and most of them are specialists in their several departments and of considerable experience. As to the general character of the teaching, I have to report that the methods do not differ materially from those prevailing in the High Schools and Collegiate Institutes of the Province.

Subjects.

A prominent feature of the College, as compared with the High Schools and Collegiate Institutes, is the attention given to the languages, ancient and modern, in contrast with that given to natural science. In the High Schools and Collegiate Institutes an option is allowed between a language, other than English, and science, and a large majority of the pupils select the science option ; whilst in the College the teaching of science, especially chemistry, is practically confined to the Modern Form. This is, doubtless, owing to the fact that in the schools the greater portion of the work consists in preparing candidates for the Departmental examinations, in which science is prominent ; whilst in the higher forms, of the College at least, the majority of the boys are aiming at the matriculation examination, in which science is as yet far from prominent. In my last year's report of inspection of the College I remarked : " As the boys entering the University will be required to take up chemistry during some portion of their course, it seems to me desirable to make this subject obligatory in Form V." I am still of that opinion ; for, surely, students entering fresh on the study after matriculation are at a disadvantage in competing with others who have had a preliminary training in that subject.

In the High Schools and Collegiate Institutes, too, the commercial course, including précis writing and bookkeeping, is obligatory on all pupils in Form I., which corresponds to Form III. in the College; whilst in the College curriculum bookkeeping is prescribed for the Modern Form only. I think that, for obvious reasons, this subject should be made obligatory in Forms III. and IV.

The Residence.

In connection with the College residence I have to report that, in my opinion, this department of the College is excellently managed. The food provided is substantial, and judging by the physique of the boys, I should say that it is both wholesome and abundant.

The supervision of the pupils during study hours is in charge of Mr. Martland, assisted by the various resident masters, and from what I saw during one evening which I spent in residence, I judge that it is thorough and adapted to check any tendency on the part of the boys to shirk the preparation of their daily tasks. The fact that the erection of a new building has been decided on and is in progress, renders it unnecessary for me to call attention to the unsatisfactory character of the present one, further than to express my concurrence with a remark made to me during my inspection, to the effect that whatever else it may be that accounts for the popularity of the College, it certainly is not the luxuriousness or even the comfort and convenience of the boys' quarters.

Physical Training.

No report on Upper Canada College would be complete without a reference to the proficiency of the pupils in the games and sports that flourish there. I do not doubt that the *esprit de corps* which has always characterized U. C. C. boys' "past" and "present," is largely due to the influence of the play-ground, and especially to that of the cricket ground and football field. I trust that these healthful influences will always continue.

Toronto, January, 1890.

Report of John Seath, Esq., B.A., Inspector, Western Division.

I.—The High School and Collegiate Institutes of the Western District.

Sir,—I have the honor to submit the following general report upon the condition of the High Schools and Collegiate Institutes in my district in 1888 and 1889. Where possible, I have presented the results of my inspection in tabular form.

1. *Accommodations.*

As stated, in my report for 1887 upon the schools in the Eastern District, in the grading of the accommodations a scheme has been adopted which takes into account both cost and relative importance, $30.00 and $60.00 being the maxima assignable, in the case of High Schools with two masters, to the items which constitute the outside and the inside accommodations respectively. For High Schools with three or more masters, the maximum amount assignable to each of these items is increased one-half and for Collegiate Institutes it is doubled. In the three classes of schools the grading proceeds thus: I. the max.; II. $\frac{5}{6}$ of the max.; III. $\frac{2}{3}$ of the max; IV. $\frac{1}{2}$ of the max.; and grade O represents the absence of an item, or a value which is so low as to deserve no recognition. In the case, however, of items 4 and 14 the values are still further differentiated; and there are but three grades of item 2, III. representing a good well merely. A higher

standard, too, has been set for Collegiate Institutes than for High Schools, and for High Schools with three or more masters than for those with two. Expressed in words, grade I. is equivalent to "excellent"; grade II. to "good"; grade III. to "poor"; and grade IV. to "bad" Appendix III. of the Regulations—"Qualifications for First Class grading"—has guided me in making the classification in the following table :—

TABLE I.

Accommodations.

Grade.	Outside.				Inside.									
	Watercloset.	Water Supply.	School Grounds.	School Buildings, external appearance and site.	Class-rooms.	Halls.	Waiting-rooms.	Cap-rooms.	Teachers' Private Rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

I.

Collegiate Institutes.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
I.	4	6	7	7	5	5	1	4	4	6	16	5	14	10
II.	6	4	7	8	7	9	1	1	5	10	2	5	1	2
III.	7	8	4	3	6	3	1	3	3	2	0	7	1	4
IV.	1	0	0	0	0	1	0	0	0	0	0	1	2	2
O.	0	0	0	0	0	0	15	10	6	0	0	0	0	0

II.

High Schools with three or more Masters.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
I.	4	4	5	8	1	4	0	4	4	2	16	7	10	9
II.	6	5	6	7	10	5	1	2	3	10	2	3	3	3
III.	4	12	4	7	8	4	0	3	3	10	3	8	3	5
IV.	6	0	7	1	5	7	0	5	2	2	3	6	8	5
O.	4	3	2	1	0	4	23	10	12	0	0	0	0	2

III.

High Schools with two Masters.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
I.	1	2	3	5	3	1	0	1	2	3	8	4	6	5
II.	2	4	3	5	10	4	0	2	3	6	7	4	4	2
III.	7	11	9	3	4	5	0	1	0	7	2	7	1	4
IV.	3	0	2	5	1	4	0	3	0	2	1	3	7	7
O.	5	2	0	0	0	4	18	11	13	0	0	0	0	0

IV.

Summary.

	Grade I.	Grade II.	Grade III.	Grade IV.	Grade O.
1. Waterclosets	9	14	18	10	9
2. Water supply	12	12	31	0	5
3. School grounds	15	17	17	9	2
4. School buildings	20	20	13	6	1
5. Class-rooms	9	18	27	6	0
6. Halls	10	18	12	12	8
7. Waiting-rooms	1	2	1	0	56
8. Cap-rooms	9	5	7	8	31
9. Teachers' private rooms	10	11	6	2	31
10. Desks	11	26	19	4	0
11. Blackboards	40	11	5	4	0
12. Lighting	16	12	22	10	0
13. Heating	30	8	5	17	0
14. Ventilation	24	7	13	14	2

Not having graded the accommodations when last I inspected the schools in the Western district, I am unable to contrast by tabular statements the condition in 1889 with that in 1885. I am, however, justified in stating that since the latter date, the character of the accommodations has been greatly improved, and that the lowness of the grading in some items is due chiefly to irremediable defects in buildings which were erected before the present regulations came into effect, and before the requirements of school architecture were so well understood as at present. This remark applies especially to the halls, waiting-rooms, cap-rooms, and teachers' private rooms. The comparatively low grading of the class-rooms and desks is due chiefly to the absence, in many cases, of suitable provision for practical work in science.

In this connection I have to report that during the last two years, excellent accommodations have been provided for the Parkdale (Toronto) Collegiate Institute (cost $52,000.00), and for the High Schools at Essex Centre (cost $8,996.00), Glencoe (cost $9,026.00), Parkhill (cost $8,000.00), Windsor (cost $30,829.00), Beamsville (cost $2,600.00), and Smithville (cost $2,750.00); that a new building is in course of erection at Sarnia, to cost $29,200.00; and that the value of the building for the new High School at Pt. Elgin is $4,050.00. The Parkdale Collegiate Institute building is especially commodious and complete, and well deserves a visit from those interested in High School architecture. During the same period extensive improvements have been made in the accommodations of the following Collegiate Institutes: Brantford (cost $5,044.00), Chatham (cost $5,000.00), Galt (cost $862.00), Hamilton (cost $18,576.00), London (cost $14,350.00), and Stratford (cost $1,132.00); and of the following High Schools: Simcoe (cost $4,700.00), Pt. Dover (cost $3,500.00), and Weston (cost $845.00).

TABLE II.

Value of Equipment.

I.—*Collegiate Institutes.*

	Library—minimum value required, $450.		Apparatus—minimum value required, $450.		Charts, maps, globes—minimum value required, $125.		Gymnasium—minimum value required, $325.	
	1885.	1889.	1885.	1889.	1885.	1889.	1885.	1889.
Brantford	$225 00	$423 00	$180 00	$473 06	$ 91 00	$125 00	O	$1000 00
Chatham	100 00	479 78	75 00	513 62	70 00	92 00	$400 00	900 00†
Clinton	O	191 05	530 20	762 41	121 70	211 38	O	500 00
Collingwood	100 00	380 00	192 15	500 00	41 46	96 00	O	375 00
Galt	98 75	604 82	287 02	726 32	171 00	171 00	1500 00	1600 00
Hamilton	339 67	556 98	286 08	658 02	55 50	116 83	O	In sch. bldg.
Ingersoll	309 81	457 88	370 36	459 88	99 00	127 00	550 00	660 00
London	372 94	636 95	297 53	746 05	86 00	172 50	O	In sch. bldg.
Owen Sound	250 00	500 20	288 32	1568 23	116 50	167 50	In sch. bldg.	In sch. bldg.
*Parkdale, Toronto	.....	650 00	.....	650 00	.....	105 00	O	4000 00†
Ridgetown	156 40	440 00	68 40	484 75	75 00	96 50	O	508 40
Seaforth	150 00	569 00	100 00	536 72	100 00	154 50	O	750 00
Stratford	.....	474 88	.....	450 00	.....	193 65	In sch. bldg.	In sch. bldg.
Strathroy	52 00	453 25	50 00	543 07	59 75	105 20	O	493 55
St. Mary's	211 10	371 82	63 62	495 00	71 50	125 00	O	400 00
St. Catharines	120 00	507 26	10 00	523 41	127 00	127 00	O	In sch. bldg.
St. Thomas	310 00	560 00	273 00	455 00	50 00	125 00	O	650 00
Woodstock	57 00	565 85	115 00	856 16	80 00	134 50	O	2200 00

* Opened September, 1888; Physical equipment to be provided in 1890.
† Separate buildings for boys and girls.

II.—*High Schools with three or more Masters.*

	Library—maximum value recognized by Reg. $450.		Apparatus—maximum value recognized by Reg. $450.		Charts, maps, globes—maximum value recognized by Reg. $125.		Gymnasium—maximum value recognized by Reg., $325.	
	1885.	1889.	1885.	1889.	1885.	1889.	1885.	1889.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Aylmer	20 00	443 11	O	381 91	50 00	91 00	.....	600 00
Berlin	O	230 00	225 00	939 61	30 06	69 20	.....	.....
Caledonia	107 30	121 53	28 95	230 25	33 50	46 50	.....	.....
Dunnville	102 55	149 90	17 70	265 78	35 50	27 50	.....	.....
Dundas	137 71	155 71	174 38	174 38	74 00	109 58	.....	.....
*Dutton	.....	94 63	.....	204 14	.....	31 50	.....	.....
Essex Centre	102 00	102 00	O	212 68	75 00	75 00	.....	.....
†Glencoe	.....	191 16	.....	363 86	.....	46 50	.....	.....
Goderich	220 00	300 00	260 00	400 00	76 24	76 24	.....	.....
Harriston	O	21 75	40 00	200 10	61 50	72 50	.....	.....
Kincardine	150 00	211 50	10 00	241 12	50 00	76 50	.....	.....
Listowel	10 00	112 00	15 00	70 37	62 00	75 50	.....	.....
Mitchell	O	83 05	48 10	164 13	72 00	78 00	.....	In sch. bldg.
Mount Forest	O	27 10	311 66	335 71	58 00	68 00	.....	.....
Niagara Falls, South	29 00	83 00	11 05	104 50	41 00	41 00	.....	.....
Orangeville	288 62	360 00	30 00	400 00	37 50	77 25	.....	.....
Paris	O	65 00	25 00	338 10	90 30	110 50	.....	.....
Petrolea	18 00	287 13	81 95	294 24	30 50	30 50	.....	.....
Parkhill	19 00	19 00	144 19	212 15	43 50	90 00	.....	.....
Simcoe	38 00	120 00	126 82	215 00	31 50	31 50	.....	.....
Sarnia	O	70 50	O	557 46	58 00	107 00	.....	.....
Walkerton	15 00	136 37	41 00	406 77	51 50	51 50	.....	.....
Welland	60 78	63 83	19 00	147 60	35 60	35 00	.....	.....
Windsor	92 83	95 33	50 00	350 44	42 00	42 00	.....	.....

* Opened Jan. 1886. † Opened Jan. 1889.

III.—*High Schools with two Masters.*

	Library—maximum value recognized by Reg., $275.		Apparatus—maximum value recognized by Reg., $275.		Charts, maps, globes, maximum value recognized by Reg., $100.		Gymnasium—maximum value recognized by Reg., $250.	
	1885.	1889.	1885.	1889.	1885.	1889.	1885.	1889.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Beamsville	80 00	220 20	66 96	207 83	18 25	18 25	.....	.....
Cayuga	O	40 40	10 00	151 98	20 00	29 00	.....	.....
Elora	25 25	50 65	96 90	268 90	90 00	110 60	.....	.....
O Fergus	48 75	98 65	50 00	153 51	44 50	70 00	.....	.....
Grimsby	O	54 90	23 58	100 33	41 10	44 40	.....	.....
Niagara	91 50	128 06	32 80	133 20	49 00	49 00	.....	.....
Oakville	5 00	176 90	30 00	129 30	23 85	23 85	.....	.....
Pt. Dover	35 00	82 95	40 00	86 89	24 00	27 50	.....	.....
*Pt. Elgin	.....	22 00	.....	230 90	.....	10 50	.....	In sch. bld.
Pt. Rowan	10 00	25 00	13 00	100 00	25 00	21 00	.....	.....
Streetsville	O	65 75	O	83 25	O	54 00	.....	.....
Smithville	O	39 78	O	265 47	O	48 50	.....	.....
Thorold	O	48 50	80 00	176 07	54 75	54 75	.....	.....
†Tilsonbury	.....	135 30	.....	220 88	.....	63 50	.....	.....
Vienna	O	96 45	O	217 95	O	105 25	.....	.....
Wardsville	O	138 80	88 25	126 32	31 00	36 00	.....	.....
Waterdown	66 60	105 00	33 00	164 00	63 50	73 00	.....	.....
Weston	33 00	126 70	78 47	143 53	46 80	54 80	.....	.....

O Became a three master's school after last inspection.
* Opened Sept. 1889; has now (Jan. 1890) three masters.
† Opened Sept. 1886.

II.—Equipment.

In no other respect has the progress of the High Schools been more marked than in their equipment. Table II which contrasts the condition of the equipment in 1889 with that in 1885, shows this clearly. In one or two instances the values given for 1885 are estimated; but, as a whole, the values given in the table for that year are, I believe, rather above than below the proper mark.

Under this head I submit the following notes:—

(1) Except in a few instances, the Collegiate Institutes are now equipped as required by the Regulations: the defects that still exist will be removed in 1890. It will be gratifying to all interested in High School education to note that Collegiate Institute Boards have not limited the expenditure on equipment to the minimum prescribed by the Regulations. In most cases, too, it is understood that a sum will be apportioned each year for the further improvement of the library and apparatus. This statement, I am glad to be able to add, is true of most of the High School boards also.

(2) The libraries of both High Schools and Collegiate Institutes now consist chiefly of works of reference. Such are of course, the first class of books that should be provided; but every school should aim at having also a library of the best general literature. By it the teacher might direct the reading of the pupil, especially in English literature, and thus remedy an otherwise inevitable defect of our school course of study.

(3) The most gratifying increase has taken place in the value of the scientific apparatus. Five years ago, what is now known as science was taught in only two or three of the High Schools in the Province. Then, botany was a matter of "getting up" definitions and memorizing characteristics, physics was purely mathematical, and chemistry was taught practically in but few of the schools. Now botany is taught practically in every High School in the Province; thanks to amended examination requirements and to

the fact that it is now to the financial interests of boards to equip their schools with scientific apparatus, physics and chemistry—the latter more particularly—are taught in most cases as elementary science should be taught; and zoology, the necessary biological complement of botany, in any well devised course of study, has been successfully introduced into most of our leading schools.

(4) Very little change has taken place in the value of charts, maps, etc., and in some cases, the value in 1889 is put down as being less than in 1885. The explanation is that in 1885 most schools were fairly equipped, and that since then the High School Inspectors have deducted from the nominal value, the value of such items as were useless or antiquated. So far indeed as geography is concerned, very few maps and charts suffice in the best schools. There the blackboard and the text-book are all the teacher needs; the maps and charts are used chiefly in connection with the study of history.

(5) While the table shows an increase in the number of gymnasia, the record under this head is not so satisfactory, as in the case of libraries and apparatus. It must be confessed that the Regulations in regard to the equipment of Collegiate Institutes deserve most of the credit for this improvement, not the desire of the masters to encourage physical education or of boards to expend money on this department of school work. Before we have many gymnasia, it will be necessary to lessen materially the pressure of the examination subjects and to convince a considerable portion of the community of the desirability of physical education. It is right however, to add, that where Physical Education receives proper attention, the results commend themselves to both masters and boards.

III.—Character of the Teaching.

One of the duties of the High School inspectors is to grade the character of the teaching provided for the pupils. The determination of this grading involves consideration of first and chiefly, the ability of the teacher, and, secondly, the organization; in science it involves also consideration of the provisions for practical work by the pupils. As in the case of the accommodations, the official report recognizes four grades, I. being "excellent;" II. "good;" III. "poor;" and IV., "bad." In actual practice, however, it has being found impossible to express the estimate in all cases by one number, mainly owing to the fact that the same ability is not shown in treating the different subjects of a department either by the same teacher, or, as more frequently happens, by different teachers. For various reasons too in the case of some schools, no attempt has been made to grade the character of the teaching.

As in the case of the accommodations and equipment, I submit the following tabular statements which present a general view of the character of the work done in the High Schools. The optional subjects—agriculture, chemistry, temperance and hygiene, vocal music, and phonography—have no place in the tables; no school in my district taking up the former two, and only five or six, either of the latter two.

TABLE III.

Grading of the Teaching in the different departments.

Grading.	Collegiate Institutes.					High Schools with three or more Masters.					High Schools with two Masters.					Summary.				
	English.	Mathematics.	Science.	Classics.	French and German.	English.	Mathematics.	Science.	Classics.	French and German.	English.	Mathematics.	Science.	Classics.	French and German.	English.	Mathematics.	Science.	Classics.	French and German.
I	4	7	4	8	8	2	8	1	6	2	1	2	.....	1	.....	7	17	5	15	10
I—II	7	8	3	5	6	7	5	4	4	4	2	3	1	...	1	16	16	8	9	11
I—III	5	1	1	1	1	5	2	.....	.....	1	.....	1	1	.....	1	10	4	2	1	3
II	...	.....	4	.....	1	4	3	7	4	9	6	9	2	6	5	10	12	13	10	15
II—III	.....	.....	1	1	.....	4	1	6	3	4	5	1	3	2	5	9	2	10	6	9
II—IV	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
III	.....	.....	.....	.....	.....	.....	3	4	2	1	3	1	7	2	1	3	4	11	4	2
II—IV	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	4	1	.....	.....	1	5	1
Ungraded	2	2	5	3	2	2	2	3	3	3	1	1	3	3	4	5	5	11	9	9

TABLE IV.

Character of the Teaching in Commercial subjects, Drawing, and Drill, etc., and of the Reading of (1) the last class of entrants, and (2) other school classes.

Grading.	Collegiate Institutes.					High Schools with three or more Masters.					High Schools with two Masters.					Summary.				
	Commercial.	Drawing.	Drill, etc.	Reading (1) Entrants.	Reading (2) other classes.	Commercial.	Drawing.	Drill, etc.	Reading (1) Entrants.	Reading (2) other classes.	Commercial.	Drawing.	Drill, etc.	Reading (1) Entrants.	Reading (2) other classes.	Commercial.	Drawing.	Drill, etc.	Reading (1) Entrants.	Reading (2) other classes.
I	5	8	*6	.....	.....	1	3	1	.....	.....	1	3	.....	...	....	7	14	*7	..	.....
I—II	2	1	.....	2	.....	2	1	1	1	1	2	1	.....	.....	1	6	3	1	3	2
I—III	2	.....	1	.....	3	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	2	.....	1	.....	3
II	4	2	2	4	1	4	6	2	.....	.....	8	6	.....	4	.....	16	14	4	8	1
II—III	1	.....	1	6	4	2	1	.....	8	4	.....	.....	....	7	3	3	1	1	21	11
II—IV	.....	....	.....	2	4	.....	.....	....	7	7	....	.....	.....	3	8	.....	.....	.....	12	19
III	...	.....	2	1	.....	3	.....	.....	.....	.....	3	1	.....	.....	.....	6	1	2	1	.....
III—IV	.....	1	.....	3	6	.....	.....	.....	8	12	.....	.....	.....	4	6	.....	1	.....	15	24
IV	.....	.....	.....	... ..	.....	1	1	.....	.....	.....	.....	.....	2	.....	.....	1	1	2	.....	.....
Not taught	.....	.....	4	....	.... .	.....	1	*20	.....	. .. .	.....	....	*16	.....	.....	.....	1	*40	.....	.....
Ungraded	4	6	2	.....	.....	11	11	.....	.....	.....	4	7	.....	.....	.....	19	24	2	.....	.....

* In part.

As is shown by Table III, the work done in English, mathematics, science, classics, and French and German, is, generally speaking, good. The comparatively low grading in science, I should explain, is in many cases due to the absence of proper equipment and accommodations. Every half year, however, this defect becomes less and less, and there is good reason to believe that, before long, the department of science will be upon as good a footing as the others. Even now there are no fewer than 30 laboratories in the western district, well furnished for practical work by the pupils. Generally speaking, also, very marked progress has been made in the character of the work done in all the departments—more especially in English, French and German, and science. The successful establishment of two societies, consisting largely of High School masters, the *Modern Languages* and the *Science Teachers' Societies of Ontario*, shew unmistakably that science and moderns have earnest supporters, and are taking their rightful place as important elements of modern culture.

So far as defects in the teaching are concerned, the remarks I made in 1887 in regard to the schools of the eastern division apply, but with less force in most cases, to those in the western division. I submit the following additional notes suggested by Table III. and by what I have seen in the course of my inspection :—

(1) Insufficient attention is still paid to the oral reading of classics and French and German, and to the English of the translations, the meaning of the author, and the connection of the author's thoughts. So long as the written examination is the first consideration, the former defect will exist ; but the time is coming, I hope, when this subject also can be tested at the local centres. The latter defect may, of course, be remedied by examination papers which emphasize the value of a knowledge of the author's meaning.

(2) In English Grammar, too much is made of the text-book, and too little of the language itself. English Grammar, as a High School study, is valuable chiefly for the intellectual discipline it affords. The text-book has its proper place in the course, but the most valuable training is to be obtained from a study of the language itself, as presented in the oral and written speech of those that use it.

(3) Referring in my report for 1887, to the desirability of extending the list of authors prescribed in English literature, I expressed the following opinion :

"It has been urged by some enthusiasts, that the amount of literature prescribed is too small to secure for the pupil the full benefit of the subject This objection is based on a misapprenhension of the function of the school, which is, I take it, to form the pupil's taste and to beget in him the habit of intelligent and appreciative reading. The latter purpose can be accomplished only by a minute and careful study of a comparatively limited course. If the texts and the teacher are of the proper character, the love for literature will follow ; and it is infinitely bettter that the pupil should himself extend his acquaintence with literature than that he should attempt to "get-up," as has been proposed, seven or eight books, with the dread of an examination before him. Besides, as I have already said, one of the main objects of the High School libray is to enable the teacher to supplement the work he is doing in the literature class."

Although opinions may differ as to how it is to be effected, no one, I presume will deny that, in English literature, the purpose of High School education is, "to form the pupils's taste and to beget in him the habit of intelligent and appreciative reading." The "habit of intelligent and appreciative reading" can be acquired only by "the minute and careful study of a comparatively limited course." At school at least, one book carefully studied is worth a hundred merely read. Even during this process, the cultured teacher can do much to culivate the pupil's taste, and beget a love for literature. I have, however, to modify the latter part of the opinion expressed in the above extract. Further experience has shown me that the strain of the examination is so great that exceedingly few pupils read much beyond the texts prescribed for examination. Nor so far, have many High School libraries enabled the teacher to supplement his class work. Good taste and a real abiding love for literature can be secured only by extended familiarity with our best authors. If our schools are to lay broad foundations, we must have prescribed, in addition to works for careful and

minute study, others—and the larger number—of which the candidate will be expected to have merely a good general knowledge. When once the pupil knows *how to read*, he may safely be left to the influence of the "master spirit;" for, as Milton says, "books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul whose progeny they are; nay, they do preserve as in a vial, the purest efficacy and extraction of that living intellect that bred them."

The system of "supplementary reading" which exists in the High Schools of Boston and other localities in the United States, and which I will describe further on, seems to me to be what we require: it deserves at least your earnest consideration.

(4) English composition, in the large majority of schools, receives far too little attention. In some schools, indeed,—even Collegiate Institutes—it is almost wholly neglected. I mean, of course, "practice in writing English." The chief causes of this neglect are evidently the low examination standard and the pressure of other subjects which are more fatal to candidates at the different examinations. As matters stand, the remedy is a higher standard and the separation of the rhetorical qustions from the "composition" on the examination paper. It might even be expedient to apply to this subject the principle that has been applied to book-keeping and drawing, and require from each candidate a certain number of "compositions" duly attested by the teacher as the candidate's own work and as satisfactory evidence of his ability to write good English. Everything is gained and nothing is lost by judiciously recognizing work done in the schools. Except for special reasons, these compositions might not be examined by the Departmental examiners, but it should be understood that they would be liable to the usual tests. We cannot emphaize too much the value of this subject. From the practical point of view and from the examination point of view, the ability to write well is decidedly one of the best tests of a candidate's mental power and general culture. In our neglect of English composition we present a marked contrast to the High Schools of the Eastern States, in which this subject is probably the most important in the courses of study.

(5) Elementary composition in Latin is also in too many schools, in an unsatisfactory condition. The programme supposes that the teacher shall base the advanced composition in Form I on the Cæsar prescribed, utilizing the author's vocabulary and idioms. For want of time in most cases, and for want of ability in some—for not every one has the ability to write a good text-book—this work is often poorly done. Those, however who use *Leighton's First Steps in Latin*, are in a better position than those who use *Harkness's Introductory Latin Book*. The teacher of Latin is, thus, often at a disadvantage compared with the teacher of moderns, who has provided for him *Cassell's Fasquelles* and the *High School German Grammar*.

(6) The examinations should set a higher standard in moderns and science. It is not uncommon at present for candidates at even the honor or first C. examinations in French or in German, to "make up" in a year or even less, the amount of knowledge required to pass. Very remarkable results have also been achieved in connection with these and even the classical languages at other University and Departmental examinations. Extraordinary ability is of course subject to no general law; but it is easier to believe that the examinations are at fault than that our Province is so productive of geniuses. Again, while Latin, French, and German, especially French, are begun in the lowest forms, generally speaking, no science subject is taken up until six months or a year before the examination—until the average pupil has been a year or more in the High School. Botany, in particular, trains the powers of observation; and, for evident psychological reasons, both it and physics should be taken up earlier than is usual at present. Even the time will come, I believe, when botany and physics will be taught in most of the forms of our Public Schools: some of the subjects now on the programme are of far less educational value. In some of the best High Schools and Collegiate Institutes, however, matters are as they should be. Nay, more, some headmasters having in view good culture and not simply the future examinations, require *all* the pupils in the lower forms to study, for a time at least, botany in summer and physics in winter. The burden of other subjects makes it difficult to take this course in the smaller schools; but, so far as concerns High

School pupils who take the science option, the examination standard should be on a level with that of the Latin option.

Before commenting upon the character of the work in the departments dealt with in Table IV , I quote Regulation 50 which was formally annonnced last September :—

"Writing should be taught at least twice a week in the lowest division of Form I., each lesson being not less than half an hour in length ; and the subject should be taken in connection with book-keeping in the other divisions. Reading should be taught at least twice a week in each of the divisions of Form I., each lesson being not less than half an hour in length ; and the subject should be taken up in connection with English Literature in all the forms. Drill, gymnastics, and calisthenics should be taught not less than an hour and a half a week in each division of Form I.; and not less than an hour a week in the other forms. Additional provision should be made for practice by the pupils under efficient supervision. In High Schools which have no gymnasium, gymnastics is not obligatory and drill and calisthenics should be taken up only when the weather permits."

Tested by the very moderate requirements of this regulation, the schools in my district ranks as follows :—

TABLE V.

Provision for Reading, Writing, and Physical Education.

—	Collegiate Institutes.	High Schools with three or more Masters.	High Schools with two Masters.	Summary.
Reading—				
Provision sufficient	5	3	3	11
" In part	12	19	12	43
" None	1	2	3	6
Writing—				
Provision sufficient	11	8	5	24
" In part	6	10	6	22
" None	1	6	7	14
Physical Education—				
Provision sufficient	4	.....	....	4
" In part	10	7	2	
" None	4	17	16	37

The state of matters shown by Table V. is clearly the chief cause of the defects indicated by Table IV. In connection with this very important subject I submit the following remarks :—

(1) In some schools inspected last half year, it did not seem to be understood that Regulation 50 is imperative. Headmasters have misunderstood the use of the word "should," which the Education Department has defined as implying legal obligation.

(2) As Table V shows, writing has received insufficient attention in 22 schools, and no special attention in 14. This accounts, to a large extent, for the comparatively low grading of the Commercial Department in Table IV. Book-keeping is well taught—it has hitherto been an examination subject—but too often the pupil's work has been done in scribbling books with lead pencils; and, when in special books, it has lacked neatness, and the writing is bad. It is almost unnecessary for me to add that the writing in the High Schools is generally poor, partly owing to neglect of the subject, and partly to the poor work done in many of the Public Schools. High School masters generally have complained to me of bad habits so ingrained in entrants that it seems impossible to eradicate them. Many Public Schools are in fault, no doubt; but Table V presents facts which cannot be fully explained in this way. The defect, I believe, is due mainly to neglect of the subject in the High Schools. Precis writing is, of course, taught; but in very few schools does phonography receive any attention. In one or two quarters I have heard some talk of introducing instruction in type-writing. As the High Schools Act provides a "Practical English and Commercial Education," in view of modern business requirements this would be an innovation well worthy of the sanction of the Education Department.

(3) It has been my duty to report unfavorably of the writing in the High Schools. I have the same duty to perform in regard to the reading. This also is in an unsatisfactory condition. The main causes are evident from Tables IV and V—insufficient attention to the subject in the High Schools and defective preparation of entrance classes. It has been my duty, for the last two years, to examine in reading the last classes of entrants, and for the last year to estimate the character of the work done by the other High School classes. It has not been necessary for me to grade in the official report; but, to secure definiteness, I have done so privately. In reference to the grading I should explain that, in almost every case, where there are two grades, the lower refers to the large majority, in some cases only two or three pupils in a class deserving the higher grade. It may be well to explain also, that the grading refers, not to the character of the teaching, but to the character of the work done by the pupils; and that I looked for simply distinct articulation, correct pronunciation, and expressive reading. Respectable attainments in elocution might fairly be expected in our High Schools, but only in a few instances did I find that this phase of the subject has received attention. Regulation 50 will do much to remedy this condition of affairs, but we need besides:—

(*a*) A higher standard at both the High School entrance and the Primary examinations. The marks at both of these examinations range generally from 60% to 100%; in most localities, indeed, from 70% to 100%. There are, of course, exceptions—places where the marks awarded in reading by the local examiner are on a par with those awarded in the other subjects by the departmental examiners. The securing of a higher standard would have the same effect upon this subject as it has had upon others.

(*b*) A constant supply of Public and High School masters able to teach reading well, and to read well themselves. In view of the nature of the subject, the latter qualification is extremely desirable. From the results of my inspection and inquiries, I believe I am justified in saying that there is much room for improvement in both of these respects. At the Model Schools, Normal Schools and Training Institutes, the students should receive special and thorough instruction in this most important subject. The remedy must be applied at the heart of the system. It will not be untimely, either, to remind you that, in the great universities of the United States—in Harvard, Yale, Johns Hopkins, and Cornell—reading, elocution, and oratory have a prominent place in the courses of study.

(3) Drawing—hitherto an examination subject—is generally well taught; but, as I stated in my report for 1887, the subject does not yet receive the attention it deserves. Teachers assert that the amount of time given to it is too small to secure that skill in execution without which theoretical knowledge is of little value. Considering, however, the shortness of the time drawing has been on the Public School and High School programmes, its status is as satisfactory as can be expected. So far as I have been able to judge, the provisions of Regulation 53, in regard to the July examinations in drawing

and book-keeping, will remedy some of the defects I have pointed out; but that they will remedy all of them we may reasonably doubt. The defects of our system need more radical remedies. I may add that some headmasters, not understanding that drawing and the commercial course are obligatory on all pupils in Table I, have exempted from these studies candidates for University and similar examinations.

(4) Tables IV and V deal also on the subject of physical education. They show that in 37 of the 60 schools there is no systematic physical education, and that it is attended to only in part in 19 of the remaining 23. In a number of the schools, foot-ball for the boys and tennis for the girls, are favorite amusements, but the Tables and the Regulations recogninize only systematic training, Now that the Collegiate Institutes have gymnasia, and Regulation 50 is explicit as to the requirements, there will probably be an improvement; but so long as the July examinations are so vitally important to both teacher and pupil, physical education will, in many cases, be subordinated to even the least important of the examination subjects.

IV.—The Training of High School Teachers.

During the past two years I inspected the Training Institute at Guelph, Hamilton, Owen Sound, and Strathroy. The work done in these schools becomes more satisfactory from year to year. It is gratifying, too, to be able to report that High School masters generally think well of the system and acknowledge the many improvements it has effected.

TABLE VI.

I.—Attendance at the Training Institutes.

	1885.	1886.	1887.	1888.	1889.
Guelph	....	7	6	8	7
Hamilton	10	13	13	13	17
Kingston	11	11	6	8	7
Owen Sound	....	....	....	9	8
Strathroy	....	8	7	8	7

II.—Specialists passed at Training Institutes.

	1885.	1886.	1887.	1888.	1889.
Mathematics	8	14	8	7	7
Classics	5	6	7	4	7
French and German	1	5	6	6	10
English	1	8	3	6	10
Science	1	4	1	4	4

On the above table, which represents the progress of the Training Institutes, I have two notes to make :—

(1) The work will be best done if not more students-in-training are sent to each institute than one for each subdivision; and, as the work should be done chiefly by the heads of departments, it is only fair that the number sent to each Training Institute should be nearly the same. In view, then, of the attendance in 1889, the establishment of another Training Institute is desirable as soon as the High School permits it.

(2) My experience leads me to believe, and even the newspaper advertisements shew, that the supply of specialists in moderns and science—especially the latter—is not so large as is required. For some time to come, teachers especially competent to take these departments may safely count on vacancies, worth from $800 to $1,000, and even more. It is very desirable that this fact should be more generally known. The supply of competent teachers of moderns and science has not kept pace with the requirements of the schools.

II.—The High Schools of the Eastern States.

During the months of last September and October, I had, by your direction, an opportunity of comparing our system of secondary education with that of some of the principal cities of New York, Massachusetts, New Hampshire, Rhode Island, and Connecticut. My opportunities for observation were, of course, limited; I had not much time to spare for each locality I visited, and I saw but the best of the public high schools. I submit, however, for your consideration, the following statement.

By way of introduction, I may say, that provision has been made for secondary education in these States in two classes of schoools, the Public High Schools, which are free by law; and the academies private, and, in many cases, richly endowed establishments, in most of which are charged fees of varying amounts. In all but two of the Public High Schools I saw—the Public English High School, Providence, and the boys' and the girls' Public English and Latin Schools, Boston—the sexes are co-educated. This is the case also in the District High Schools of Boston. The academies are relatively more numerous than our private schools; and, consequently, so far as the better kind of work is concerned, the Public High School system of the Eastern States is not so important a factor in secondary education as is the High School system of Ontario. What we call "Public Schools," I may add, are there known as "Grammar Schools," and in some localities as "Primary and Grammar Schools," or "Primary, Intermediate, and Grammar Schools."

I.—State and Local Control.

The most marked characteristic of the school system of the States I visited is the general absence of such State control as we have in Ontario. The school system is, like the people, intensely democratic. The State superintendent of schools seems to be, in most cases, a sort of official collector of statistics, with power to make recommendations, but with no power to enforce them.

In New York State, however, there exists a very peculiar institution, known as "The University of the State of New York." This "University" consists of "all the institutions of academic and higher education which are now or may hereafter be incorporated in this State, together with the State library and State museum, and such other libraries, museums or other institutions for higher education as may, in conformity with the ordinances of the regents, after official inspection be admitted to the university." Its object is "to encourage and promote academic and higher education by means of the several institutions composing the university, to visit and inspect the same, to distribute to them such funds as the State may appropriate for their use, and to perform such other duties as may be intrusted to it"; and its governing body consists of twenty-three "Regents," including the Governor, Lieutenant-Governor, Secretary of State, and Superintendent of Public Instruction, who are *ex officio* members, the other members being appointed by vote of the Legislature in the same way as are United States senators. The powers of this University are very great; it has "full power to examine into the condition and operations of every institution in the University, and shall inspect the same, and require of each an annual report verified by the oath of its presiding officer and including such particulars as may be prescribed by the regents who shall annually report to the Legislature, on all departments of the University. For refusal or continued neglect on the part of any institution of the University to make the report required or for violation of any law, the regents may suspend the charter or any of the rights and privileges of such institution." So far as the secondary system is concerned, the most important function of the "University" are its examinations and its distribution of the "Literature Fund" on results thereof. It possesses also the right to inspect, but this function does not seem to the be performed systematically as with us. The "Regents'" examinations, which I will describe further on, have, however, been held hitherto three times a year—for the last academic year, during the weeks beginning November 19th, 1888, March 4th, 1888, and June 10th, 1889. The "University of the State of New York" is, therefore, a body with powers which, in their certain limits, are practically absolute over the forty-eight Colleges, Universities and Schools of Medicine, and the three hundred Academies and

academical departments of Union Schools (Public High Schools), under its jurisdiction. Considering the school systems of the other States and the general character of the American people, this "University" is a very remarkable institution. In two of the other States, Massachusetts and Connecticut, small State grants are made to the Public High Schools for the improvement of libraries and scientific apparatus; but in no State does the legislative grant bear the same relation as in Ontario to the total High School expenditure; the financial support of the High Schools devolves on the local municipalities, and, as a consequence, each locality is supreme in the management of its system. Buffalo and Boston may be taken as types of the extremes. In the former city, both High and Grammar Schools are managed by a city superintendent and a committee of the common council, and in the latter, by a city superintendent with six supervisors (or inspectors), in addition to special local commissioners elected annually by the people. These bodies have full control over the finances, the licensing and examining of teachers, the selection of text-books, the construction of school programmes, school promotions, etc. The city superintendent has charge of both the High School and the Grammar School; but, in almost every case I know of, this functionary's connection with the High School is a purely nominal one. He seems to be merely an executive head, seldom interfering with the management, and, in some cases, admittedly incompetent to do so. The school boards and school committees always, and the superintendents usually, are elected annually by popular vote, often on party tickets. It goes without saying that the interests of education are not always the first consideration.

II.—*Accommodations and Equipment.*

As is only to be expected from the wealth and population of the cities I visited, the accommodations and equipment of many of their high schools are on a larger and more expensive scale than in even our largest cities. In Boston, for instance, where there are ten high schools, the boys' public English and Latin high school cost about $1,000,000. It accommodates, however, about 1,500 pupils, and the square on which it stands represents a considerable part of this sum. In Hartford, Conn., again, the new high school cost $300,000, and the Durfee high school of Fall River, Mass.,—a granite building presented to the city by Mrs. Durfee in memory of her son—cost over $250,000. These are the finest and best equipped school buildings I saw, and they are said to be the finest in the States. The Hartford school possesses a magnificent observatory and refracting telescope. Albany and Worcester, again, have very fine libraries, and the apparatus alone of the latter school is worth over $4,000.00. The accommodations of the other schools I saw, although generally on a larger scale, are not superior in character to those of our best collegiate institutes, and our provision for the practical teaching of science is in most cases superior in character to theirs. Of gymnasia, I saw only two, in Fall River and the Boston boys' public English and Latin school; and I understand that, generally speaking, in the public schools, physical education receives little attention. The absence of playground accommodation intensifies this defect. The provision for manual training I will refer to later on.

A peculiarity of the architecture of some of the school buildings deserves recording. Each flat consists of a large central room with class rooms off it, the teaching being done in the class rooms, and the "study-hour"—for one hour a day is usually assigned to study—being spent in the central room. This room is always under charge of one or another of the teachers whose sole duty there is to maintain order and give the pupils such assistance as may be required. In almost every school I visited, the class rooms, assembly rooms and halls are adorned with statuary, pictures, photographs of classical and other scenes, and artistic work done by present and former pupils. It is not unusual, either, for each year's graduating class to add to the embellishment of their alma mater by presenting her with some memorial work of art accompanied with some appropriate and distinguishing motto.

A feature of the equipment in Massachusetts and New Hampshire deserves more than passing notice. There, by State law, all school supplies, text-books and writing and drawing material are provided at the public expense for both high and grammar

schools. In view of the attention this subject is attracting in this Province, the following statistics in regard to the public schools of Boston may not be out of place. The year 1888 was the fifth during which pupils were supplied under the free text-book law. According to the report of the school committee, the cost during 1888 of supplying text-books, drawing material, and stationery was about 3% of the total expenditure for school purposes, and about 15% of this percentage was due to changing text-books. During the past five years, the average cost of each pupil under this head was 63 cents; and, for 1888, the cost of each grade of schools was as follows:

	Average No. of Pupils.	Cost of Text-Books, etc.
High Schools	3,235	$ 9,155 75
Grammar Schools	31,448	32,983 48
Primary Schools	24,467	5,207 99
Evening, High and Elementary	3,803	1,175 38

In the high schools, the total number of books provided permits the loaning of about 15 books to each pupil. From all I could learn, this free text-book system works well, and is likely to be more generally adopted. Indeed, while I was in Connecticut, it was adopted in New Haven by a large majority. The people of New England seem to be in favor of really free education, both elementary and advanced. So far as Ontario is concerned, it will, I think, be long before the supporters of our high schools are favorable to such a condition of affairs; the tendency at present is even to charge fees for tuition.

III.—*Staffs of Teachers.*

As I have already stated, the qualifications of the teachers are determined by the local authorities. Both professional and non-professional qualifications, therefore, vary in different schools. The chief teachers in the high schools of the cities I visited were university graduates, and, in the smaller high schools, it is, I understand, usual to secure for the head-mastership a college-bred man; but the qualifications of the assistants are often inferior to those required as a minimum in the case of Ontario assistants. As regards professional training, the schools are in the same condition as our High Schools were before the establishment of Training Institutes. No provision has been made for preliminary training. High School teachers either have at one time been teachers of grammar schools or acquire their skill at the expense of the pupils of the High Schools. Nor, indeed, is preliminary training compulsory even in the case of grammar school teachers. The State Normal schools provide certificated teachers; but there is no law making it compulsory to employ them, and the normal-trained teachers constitute a marked minority of the profession. In two other respects the high school of the Eastern States differ somewhat markedly from ours: the large majority of the teachers are women, and the salary paid each member of the staffs is often higher than with us. As regards sex: generally speaking, the proportion of men to women on the staffs is about the same as in our public schools in cities, towns, and villages. This is especially true of the smaller localities, thus in Concord N. H., of a staff of five, only one, the head master, is a man. To illustrate further this tendency in the public schools of the Eastern States, I may instance the public high and grammar schools of Providence, R. I., in which, out of 375 teachers, only 23 are men. What effect this condition of affairs has had upon the character of the education I am unable to say from actual observation; but it is a condition which, I have reason to believe, does not meet with the approval of some of the best educationalists even in the States, and is justified chiefly on the ground of economy. Of late, in Ontario, there has been a tendency in the same direction, many of the recent modern languages specialists being women. If we continue to secure so distinguished scholars and able teachers as Miss Fitzgerald, B.A., Principal of the Stamford High School, Miss Charles, B.A., Modern Languages' teacher of the Goderich High School, and Miss Balmer, B.A., Modern Languages' teacher of the Strathroy Collegiate Institute, we shall have no ground for complaint; but, judging from public opinion, it will, I think, be long before our High School staffs are constituted as are those in the States. Although, in the matter of salaries, Ontario High Schools have of late made considerable progress, we are still behind those of the leading cities in the States. It is,

however, well to remember that money in Canada is worth more than it is even in New England. It should also be remembered, as I stated above, that I visited only the largest and best schools in each State, the smallest being that of Concord, N. H., with a population of 14,000. In the schools I visited, the salaries of the head masters ranged from $3,780.00 in Boston to $2,250.00 in Concord; of the male assistants, from $2,880.00 in Boston to $1,000.00; and of the female teachers, from $2,100.00 in Providence, R. I., to $430.00 in Buffalo.

IV.—*Courses of Study.*

The critic of the Ontario school system who objects to the large number of studies in our High School programme, would find his hands full if he practised his vocation in the Eastern States. In almost every school I visited, I found all the subjects we prescribe, with one or more of the following in addition: civil government, political economy, mental and moral science, geology, mineralogy, astronomy, physiology, manual training, photography, etc. As I have already said, each locality determines its own courses of study. English, mathematics, classics, and French and German are taught in all the schools, but there is a marked variety under the heads of English and science. Here, in particular, the influence of the local faddist is oftenest felt. But, although the number of subjects is generally larger than in the High Schools of Ontario, the pressure upon the teachers and pupils of the States is far less than upon those of Ontario. This difference is due partly to the system of organization and partly to the absence of such examinations as prevade our system. In the high schools I visited—and I understood this to be true of the high schools in most of the larger places—there is but one session a day. In Buffalo, for instance, the school hours are from 8:45 a.m. till 1:30 p.m.; in Albany, from 9 a.m. till 2 p.m.; in Newtonville, from 8:30 till 1:10 p.m.; and in New Haven, from 9 a.m. till 1 p.m.; with noon recess of fifteen to thirty minutes. Again, generally speaking, a pupil takes only three or four subjects (rarely five) during the same term, and he has only three or four daily recitations, systematic provision being made for one or more "study hours." The teacher also is, in many cases, allowed an hour a day for school work other than teaching—the preparation of his class-work, the reading of exercises, etc. In the organization, the average number of pupils assigned to each teacher is considerably less than in our High Schools. And, further, whereas, in nearly all our High Schools, all the subjects on the programme are continued throughout the year, in these schools some subjects are taken for one or more terms and then dropped, others taking their places, and the most important being continued longest. Generally speaking, too, more options are allowed than with us. This has a marked effect upon the organization: it is not unusual to find sometimes half a dozen classes—most of them small—at the same stage of advancement. In view of the attention the subject of High School studies always receives in Ontario, I give the courses in the Boston schools, which most resemble ours in the character and the amount of the work done and the greater fixity of the programmes. I must premise, however, that in some respects these programmes are not fully carried out, there being, for instance, no gymnastics in any school I visited, and no zoology in some.

Boston Public English High Schools.

Course of Study—First Year.

(See note *a*.)

English (see note *b*).—Four hours a week till March 1st. English Language and Literature.

History.—Two hours a week. Ancient History.

Foreign Language (see notes *c* and *d*).—Four hours a week. French, German, or Latin.

Mathematics.—Five hours a week. Either Algebra five hours (see note *c*), or Algebra four hours and Bookkeeping (see note *e*) one hour.

Science.—Four hours a week after March 1st. Botany.

Music.—One hour a week.

Drawing.—Two hours a week.

Second Year.

English (see note *b*).—Three hours a week. English Language and Literature.

History.—Two hours a week. Mediæval History.

Foreign Language (see notes *c* and *d*).—Either three or four hours a week. French, German, or Latin continued.

Mathematics.—Either four or three hours a week. Plane Geometry.

Science.—Three hours a week. Botany, till November 1st; then Zoölogy.

Music.—One hour a week.

Drawing.—Two hours a week.

Electives (see note *c*).—Elective substitute for Zoölogy: Bookkeeping or Experimental Physics.

Third Year.

English (see note *b*).—Three hours a week. English language and literature.

History.—Three hours a week. Modern history. The Civil Government of the United States and of Massachusetts.

Foreign Language (see notes *c* and *d*).—Three hours a week. Either (*a*) French, German, or Latin continued, or (*b*) French or German begun.

Mathematics.—Two hours a week. Solid Geometry.

Science.—Six hours a week. Physics, three hours. Chemistry, three hours.

Music.—One hour a week.

Electives (see note *c*).—Elective substitute for Solid Geometry: Drawing.

Fourth Year.

English (see note *b*).—Four hours a weeks. English language and literature.

History.—Two hours a week. The history of some period.

Foreign Language (see notes *c* and *d*.—Three hours a week, French, German, or Latin continued.

Mathematics.—Two hours a week. Plane trigonometry and either surveying or a review of mathematics.

Science.—Six hours a week. Any two of the subjects: Physics, astronomy, and chemistry. To each three hours.

Music.—One hour a week.

Electives (see note *c*).—Elective substitute for plane trigonometry, etc.: Drawing; or the time may be given to a foreign language.

Note *a*.—The number of sessions a week is five; the number of hours a session, five; and the average length of an "hour" for class exercises or study is about fifty minutes. Of the twenty-five school hours in a week, two are to be given to military drill, and five—one each day—to study.

Note *b*,—"English" comprehends declamation, composition, and the reading and study of authors. Selections* from standard authors are studied critically with the teacher. Supplementary to this, works of standard authors are prescribed for pupils to read by themselves. From these works subjects, from time to time, are drawn, upon which pupils are required to write compositions,—the writing going on under the eye of the teacher, and with special reference to spelling, punctuation, grammar, division by paragraphs, and expression.

*The selections studied generally in the English High Schools are: Scott's Lady of the Lake. Selections from Addison's Papers in the Spectator, with Macaulay's Essays on Addison. Irving's Sketch-Book. Trevelyan's Selections from Macaulay. Hale's Longer English Poems. Shakespeare,—Rolfe's or Hudson's Selections. Selections from Chaucer. Selections from Milton. [Clarendon Press Edition. Vol. I].

Note *c*.—The choice of a study, and changes in the choice of a foreign language, are subject to the approval of the Head Master.

Note *d*.—In French and German particular attention is paid to "reading at sight" and to conversation.

Note *e*.—In connection with book-keeping, instruction is given in penmanship, business arithmetic, and the elements of commercial law,

Boston Public Latin High Schools.

Course of Study—First Year.

Latin.—1. Regular forms; Latin into English, with some unprepared translation. 2. Writing Latin from dictation. 3. Vocabulary; English into Latin, oral and written exercises.

English.—1. Reading aloud from (*a*) Hawthorne's Wonder Book and True Stories; (*b*) either Tom Brown's School Days at Rugby, or Charles and Mary Lamb's Tales from Shakespeare; and (*c*) History of the United States. 2. Reading aloud and recitation of some of Whittier's and Longfellow's poems. 3. Language lessons, including (*a*) the study of the principles of English grammar; (*b*) oral and written abstracts of the history and other reading lessons; and (*c*) spelling in connection with the written exercises.

Geography and History.—1. Physical and political geography, with map drawing, of (*a*) the United States; (*b*) the countries of Europe; (*c*) the remainiug countries of North America. 2. History of the United States read. [See English].

Natural or Physical Science.—(To begin March 1). Physiology and hygiene (oral instruction).

Mathematics.—Arithmetic, oral and written; 1. Review. 2. Metric system. 3. Percentage, including commission, profit and loss, and other simple applications.

Oral Geometry; Forms and simple truths.

Miscellaneous.—Penmanship. Military drill and Gymnastics.

**Second Year.*

Latin.—1. Forms and Syntax. 2. Translation of easy Latin and Cæsar's Gallic War, Books I., II. 3. Translation of Latin at sight. 4. Writing Latin from dictation; committing passages to memory. 5. Vocabulary; turning English into Latin, including sentences like those in Cæsar.

English.—1. Reading aloud from (*a*) Hawthorne's Tanglewood Tales; (*b*) Autobiography of Franklin; Familiar Letters of John and Abigail Adams, etc.; and (*c*) History of England. 2. Reading aloud and recitation of some of Holmes', Bryant's and part of Scott's poems. 3. Language lessons of the first year to be continued.

Geography and History.—1. Physical and political geography, with map-drawing, of (*a*) the countries of South America; (*b*) the West Indies, etc.; (*c*) the countries of Asia and Africa; (*d*) Australia, Malayasia, and other islands of the Pacific. 2. Reading from English History.

Natural History.—(To begin March 1.) Zoölogy (oral instruction).

Mathematics.—Arithmetic, oral and written. 1. Percentage continued, including simple interest, discount, "problems" in interest, partial payments and compound interest. 2. Compound numbers. 3. Ratio and proportion. 4. Powers and roots. 5. Mensuration, with oral geometry.

Miscellaneous.—Penmanship. Military drill and Gymnastics.

*The work in English and Mathematics in the Latin Schools is for the first two years of the same grade as the last two years in the common schools.

Third Year.

Latin.—Gæsar's Gallic War. Book III., IV.; Ovid, about 1,000 lines, and Virgil's Æneid, Book I., including some study of prosody ; unprepared translation. 2. Writing from dictation ; committing passages to memory. 3. Vocabulary ; English into Latin, including translation of passages from Cæsar.

English.—1. Reading aloud from (*a*) Church's Stories from Homer, (*b*) either Dana's Two Years before the Mast or Irving's Sketch Book ; (*c*) Plutarch's Lives of Famous Greeks. 2. Reading aloud and recitation of some of Lowell's and Gray's, and parts of Goldsmith's poems. 3. Oral and written exercises, including (*a*) abstracts of Plutarch's Lives, and (*b*) compositions, chiefly narratives or descriptions, on subjects drawn from reading lessons.

French.—1. Pronunciation ; forms of regular verbs, etc., oral reading and translation of easy French : unprepared translation. 2. Writing French from dictation. 3. Vocabulary ; English into French, oral and written exercises.

Geography and History.—General reviews of geography, with special attention to (*a*) astronomical and physical phenomena ; and (*b*) the political and commercial relations of different countries. 2. (*a*) Plutarch's Lives of Famous Greeks read ; (*b*) History of Greece, with historical geography.

Natural Science.—Zoölogy (oral instruction).

Mathematics.—Algebra, including the generalizations of arithmetic.

Military Drill and Gymnastics.

Fourth Year.

Latin.—1. Æneid, Books II.-IV.; Salust's Catalinę ; easy passages from Cicero ; unprepared translations. 2. Committing passages to memory ; 3 Vocabulary ; English into Latin, including retranslation of passages from Sallust and Cicero.

Greek.—1. Forms : Greek into English, including the translation of about twenty-five pages from Xenophon's Anabasis ; unprepared translation ; writing Greek from dictation. 2. Vocabulary ; English into Attic Greek (oral and written exercises).

English.—1. Reading aloud from (*a*) Plutarch's Lives of famous Romans ; (*b*) Addison's papers in the Spectator. 2. Reading aloud and recitation of Macaulay's Lays of Ancient Rome, and some of Tennyson's, Emerson's and Wordsworth's poems. 3. Written abstracts ; compositions ; translations from a foreign language.

French.—1. Oral reading ; oral and written translation of some modern prose work ; unprepared translation. 2. Writing from dictation ; committing passages to memory. 3. Vocabulary ; English into French (oral and written exercises).

History.—History of Rome, with Historical geography.

Natural Science.—Physics.

Mathematics.—Algebra, including the generalizations of and applications to arithmetic.

Military Drill and Gymnastics.

Fifth Year.

Latin.—I. Cicero, four orations ; Virgil's Bucolics, and review of Æneid, Books I.-IV.; translation at sight. 2. Committing passages memory. 3. Vocabulary ; English into Latin, including oral and written exercises based upon passages from Cicero.

Greek.—1. Anabasis, Books I.-IV.; or its equivalent ; sight translation of easy passages from Xenophon's works. 2. Writing Greek from dictation ; committing passages to memory. 3. Vocabulary ; English into Attic Greek, including sentences like those in Xenophon.

English.—1. Reading and study of (*a*) one play of Shakespere and (*b*) a part of the English required for admission to college*. 2. Recitation of prose and poetry. 3. Writing translations from a foreign language; and compositions.

French—1. Oral reading; oral and written translation of prose and poetry; translation at sight. 2. Committing passages to memory. 3. Oral and written exercises in French composition.

History.—History and geography of Greece and Rome completed.

Natural Science.—Physics.

Mathematics.—1, Algebra through quadratic equations. 2. Algebra and Arithmetic reviewed. 3. Plane Geometry.

Military Drill and Gymnastics.

Sixth Year

Latin.—1. Æneid, Books V.-IX.; Cicero, three orations; translations at sight. 2. Committing passages to memory. 3. Vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero.

Greek.—Heredotus, selecticons; and sight translations of ordinary passages; Homer's Iliad, Books I.-III., or its equivalent, with study of prosody. 2. committing passages to memory. Greek composition, oral and written.

English.—Reading and study of the English required for admission to college*. 2. Recitation of prose and poetry. 3. Writing translations and compositions.

Natural Science.—Physics.

Mathematics.—Plane Geometry completed.

Military Drill and Gymnastics.

In explanation of the above courses I may state that the minimum age of admission to the English High Schools is for boys, 13, and for girls, 14, and to the Public Latin High Schools, 11. In the former, the English subjects are made most prominent; and, in the latter, those required by pupils "who intend to pursue the higher branches of learning or to prepare for college." As the announcement states, the Latin Schools are not "finishing Schools, as are the High Schools," and, therefore, some studies, pursued in the latter, may profitably be reserved for the College Course." Providence, R.I., is the only other School I visited in which the so-called Latin and English Courses are separate. Generally, as with us, all the courses are taken up in the same School, but they vary much more than ours; thus, in the Springfield High School, there are five courses, the classes however, not being wholly distinct: I. A Business Course of two years. II. A Scientific Course of three years. III. A full English Course of four years, of which the first three years are the same as the Scientific Course. IV. An English-Latin Course of four years. V. A Classical Course of four years, preparatory for College.

In view of their importance at the the present juncture in Ontario, I add the following particulars:

(1) In every school, without exception, very special attention is paid to English composition, and reading and declamation. As to composition: besides class-exercises and rhetoric, general compositions are written at home and corrected by the teachers, in most cases twice a month, and, in the case of seniors, sometimes once a month, the subjects being given out often at the beginning of the term. In some of the Boston High Schools, however, most of the compositions are written under the eye of the teacher. I had an

*In Harvard, the University for which the school prepares chiefly, the English subjects are as follows a short English composition, —correct in spelling, punctuation, grammar, division by paragraphs, and expression,—upon one of several subjects announced at the time of the examination. In 1890 the subjects will be drawn from one or more of the following works: Shakespere's Julius Cæsar and Midsummer Night's Dream; Macaulay's Life of Johnson, and Essay on Boswell's Life of Johnson; Carlyle's Essay on Boswell's Life of Johnson; Johnson's Vanity of Human Wishes; Goldsmith's Vicar of Wakefield, and Deserted Village; Dobson's Eighteenth Century Essays; Scott's Quentin Durward; Macaulay's Lays of Ancient Rome.

opportunity of reading some of the work done in the Boston and Concord (N.H.) Schools, and my impression is that the average is superior to ours. Reading and declamation, too, I heard in many of the schools, and in these subjects the ordinary New England boy or girl is undoubtedly superior to ours. Great attention—too much in fact—is bestowed upon declamation. In many schools it is a daily exercise, and, in every case that I know of, both it and reading receive far more attention than with us. The following extract from the "Announcement" of the Buffalo High School defines, and, I believe, fairly represents the position of this subject:

"The aim of the elocutionary work is to develop in every possible way the pupils' powers of expression. Those studying this branch meet as a class twice a week, on Tuesdays and Thursdays. On these days the class work consists in thorough drill in articulation, reading, and gesture. As many times during the term as the size of the class will allow, each pupil is required to commit to memory a production from some standard author. The elocution time, on Mondays, Wednesdays, and Fridays, is devoted to rehearsals of these recitations before the teacher, the pupil at such time receiving hints, suggestions, and corrections. Oratorical exercises, supplied by the elocution and composition classes, are held every Thursday morning in each of the four study-rooms."

One very noticeable and admirable effect of this training is that the pupil expresses himself with ease and naturalness in the ordinary class-exercises, and is free from that *mauvaise honte* from which the Ontario pupil is generally a sufferer.

(2) A marked peculiarity of the courses of study of all the High Schools in the Eastern States is either the absence of arithmetic and English grammar or the small attention paid to them. They are generally regarded as Grammar School subjects, and are taken up in the High Schools usually as "reviews"—in the case of arithmetic, occasionally in connection with book-keeping. Some years ago the question of the utility of formal English grammar and arithmetic as High School subjects was discussed in Boston and other New England cities, with a result disastrous to the supporters of these subjects. The opinion, however, of some of the best teachers I met with was that the reaction had gone too far, and that the study of both formal grammar and arithmetic might well be taken up for a time in all the High Schools.

(3) In drawing, more stress is laid upon Object-drawing than has hitherto been usual with us, and the work done is of a far higher character. Some of the schools are well supplied with models, figures, plaster casts of famous statues, etc.; and, in many, a good deal of attention is paid to painting in water colors. To illustrate the character of the work expected at the examinations for diplomas, I give the questions set for the Third year (*a*) and the Fourth year (*b*) Class of the Boston English High Schools:

(*a*) First Exercise.—Draw from the solid a group of models arranged by your teacher, and shade the same with the stump. One of the models must have all its faces plane; another must be circular in form. The arrangement of the group must not be the same as in any previous exercise.

No ruling or measuring is allowed. Accurate drawing is more important than elaborate finish.

Second Exercise.—Draw from memory an original applied design.

Accurate construction and good design are important. An exact reproduction of the original is not required.

(*b*) Draw from the solid *either* a group of models arranged by your teacher, *or* a cast of some historic ornament; and finish the same in light and shade, either with point or stump. Where the models are used, the grouping must be different from that in any previous exercise.

(4) The coming importance of "sight-reading" in Ontario justifies a note here. I found this subject a marked feature of the work done in the High Schools that prepare for Harvard and Yale, "sight-reading" being the chief language test in these Universities. The plan followed by the best teachers is as follows: The work is begun even in the

earliest stages of language study. Each day, or as often as he deems it desirable, the teacher composes and writes on the blackboard, sentences, based on and similar in character to those the pupil has been reading. These are dealt with before the lesson closes. This practice is continued until the pupil has acquired some familiarity with Cæsar. He is then tried upon the next day's lesson, it being a matter of honor amongst the pupils not to have prepared it in advance. Later in the course, some schools use special books of extracts, thus securing system and variety and economizing time. Generally speaking, this system will suit Ontario High Schools; but, in my visits of inspection, I have recommended headmasters to provide for the last stage by furnishing their school libraries with as many copies as may be needed of such works as will suit their purpose. This plan is evidently superior to that of requiring each pupil to provide himself with a book for "sight-reading."

(5) The recency of the introduction of zoology into our High Schools and the doubts that still exist as to the expediency of adding it to our course of study, led me to make enquiries as to its educational value and popularity in the schools of New England, Everything I heard and saw was favorable. It forms part of the High School courses in Boston, Fall River, Newtonville, and Springfield, in two of which I saw the subject taught practically, and by women to mixed classes, It is also taught, I learned, in many of the High Schools I did not visit, and Prof. Rice, the President of the Board of Education in Middleton, Conn., and Professor in the Wesleyan University, assured me that it was taught with much success even in the Grammar Schools of that city. At my request Dr. Tetlow, the able Principal of the Boston Girls' Public Latin School, and a well known classical scholar, prepared for my use the following statement which will no doubt be gratifying to you at the present juncture. The statement is especially valuable, as it gives the experience of a classical man and the headmaster of a classical school in which the question has been thoroughly tested:

Place of Zoology in the Course of Study.—Zoology was introduced into our course of study in the year 1876; so that our experience with it as a regular branch of instruction has extended over thirteen years. During a part of this period the time given to the subject was three school hours (*i.e.* fifty minute periods) a week for an entire school year of ten months. Usually, however, it has occupied three hours a week for the first six months only, the remaining four months being given to physiology; and this is the case at present. Zoology has always been assigned to the second year of the course, the science pursued in the first year being botany. On entering the second year class the pupils are allowed to choose between zoology and book-keeping. For the first few years after the introduction of the study, about two-thirds of the class elected zoology, and one-third book-keeping; but for several years four-fifths have chosen zoology, and one fifth book-keeping. The class generally contains from 175 to 180 pupils, and is divided into five sections for purposes of instruction. We usually have, therefore, four zoology sections and one book-keeping section. As elementary lessons on plants and animals form a part of the regular course of study in the lower grades of schools in this city, those members of the class who desire to become teachers are advised, at the outset, to elect zoology. This probably explains, in part, the fact that so large a proportion of the class choose zoology in preference to book-keeping; but it does not wholly explain it. The experience of friends of the pupils in previous classes, and the attractiveness of the subject also, count for much. As a matter of observation, however, I may say that the book-keeping section is generally the weak section in all subjects, most of the studious and able girls being found in the zoology sections. Occasionally it happens that the number electing book-keeping is too small even for a single section, and in such years book-keeping drops out of the course altogether.

*Appliances**.—We have a room, containing a sink with running water, specially set apart as a zoological laboratory. This is supplied with tables and chairs for individual

* In Colton's *Practical Zoology* (Ginn & Co., Boston) will be found a description of a Zoological laboratory, and in Chute's *Practical Physics* (Ginn & Co., Boston,) of a Physical laboratory.

work, and it accommodates one section, thirty-five pupils, at a time. We receive from the city a special appropriation of thirty dollars a year for zoological supplies. This money we expend mostly for specimens, as our apparatus, which consists mainly of two quart jars with wide mouths, shallow pudding dishes and preserve plates, is very simple. The average cost of supplies, therefore, for the school year is a little less than twenty cents per pupil.

Subject Matter and Method of Work.—We begin with the simplest forms of animal life. The protozoa and porifera are studied from dried specimens only. In the case of each of the other sub-kingdoms, we select for study an animal that will serve as the structural type for the sub-kingdom in question, and procure either live specimens of it or perfect specimens that are either fresh killed or preserved in alcohol. In selecting the animals which are to serve as structural types of the several sub-kingdoms, we take such as are readily procurable in sufficient quantity in this locality. For example, for the type of Class II. of the cœlenterates we procure living sea anemones in sufficient quantity to enable us to have one in a glass jar of sea water for every group of three pupils. For the mollusca we buy clams alive in the shell, keep them about twenty-four hours in fresh water, and then use them in the laboratory. These we dissect. Having studied the type thoroughly in the laboratory, we study the remainder of the sub-kingdom from dried specimens and from charts. In the case of some sub-kingdoms, however, where the specimens are comparatively inexpensive, we study several different animals "in the wet;" as, in the case of the mollusca, we take the oyster in the shell and the squid; in the case of arthropods, we take the lobster, the spider, the grasshopper, and often a type of each order of insects besides.

About one lesson in four is a dissecting lesson in the laboratory. Here the teacher, directing the attention of the pupils to the several parts of the animal in orderly succession—the pupils in the meantime examining the specimens before them with probes and microscopes in hand—inquires what they see. By progressive questions, taking care not to anticipate her pupils in the work of observation and discovery, but merely to guide them, she elicits from them the number, arrangement, functions, uses, etc., of the parts which they find; and so leads them to recognize resemblances and differences, and to group and classify. As discoveries are made and verified in the course of this close scrutiny, they are recorded in note-books for subsequent use.

One dissecting lesson in the laboratory affords a basis for two subsequent lessons in the class-room. In the class-room lessons the charts come into play. Through these the pupils are made acquainted with other animals belonging to the same type, but not accessible as living specimens. The three lessons thus described are further supplemented by matter drawn from books.

Text-book and Supplementary Reading Books.—As a text-book we use Packard's "Zoology, American Science Series, Briefer Course." For supplementary reading we have Miss Buckley's "Life and Her Children" and "Winners in Life's Race." Of these latter we have copies enough to supply one copy to every two girls.

Advantages of the Study from a Pedagogical Point of View.—If I have clearly described the method of work in the foregoing paragraphs, I do not need to specify the kind of mental training afforded by it. One feature, however, I must emphasize. It greatly strengthens the powers of observation. It is often the case that a pupil who at the beginning of the year could scarcely find the parts of an animal when they had been clearly described, is able at the end of the six months' course in Zoology to describe accurately a specimen which she has never seen before, and to accompany her description with fairly good drawings. Incidentally, I may add that the study takes the girls out of doors, gives them an interest in the forest and the sea shore, and so, besides making them acquainted with the world around them, indirectly promotes their health. So far as concerns the moral side of the question, my personal opinion is that there is no better way for a young girl to be made acquainted with the facts of nature and life than through the silent and gradual suggestions of scientific study. Perhaps, too, there is no more efficient way of cultivating intelligent reverence."

(6) "Supplementary Reading" is also a marked feature of many of the New England schools—both Grammar and High. The theory is that this system tends to make the public school pupils patrons of the public library and is more immediately available in furnishing valuable aid to the instructors of the schools in language work. The former purpose is now considered secondary to the latter, even by those teachers who were largely instrumental in effecting the introduction.

Allow me to quote from the Report for 1888 of the Boston Board of Supervisors :

"In the Primary and Grammar Schools the supplementary reading furnished is of two kinds :—

1. In every school there is a permanent supply which is used in the school-room as collateral reading to the studies pursued. In the distribution of these books careful regard is had for their relation and adaptability to the instruction of the several classes.

2. In every group of schools there is a circulating supply which is for use both at home and in school. These books are intended to aid indirectly the regular class instruction, and to cultivate in the pupils a taste for good reading.

In every High School there is a permanent supply of collateral reading. The selection of these books has been made with reference to supplementing the instruction in history and promoting a better acquaintance with the authors studied in the department of English literature."

The following are the arrangements for the Latin and English High Schools:

"Sets of not more than thirty-five copies of each of the following—less when the classes are small—are to be purchased for the Latin and High Schools. One set is to be allowed for three class-rooms. An extra set is to be allowed for use in more than three and less than six-class-rooms in one school ; and so on in that ratio.

English.—Barnes's History of Ancient Peoples ; Church's Stories from the East, from Herodotus ; Church's Story of the Persian War, from Herodotus ; Church's Stories from the Greek Tragedians ; Kingsley's Greek Heroes ; Abbot's Lives of Cyrus and Alexander ; Froude's Cæsar ; Forsythe's Life of Cicero ; Ware's Aurelian ; Cox's Crusades ; Masson's Abridgment of Guizot's History of France ; Scott's Abbot ; Scott's Monastery ; Scott's Talisman ; Scott's Quentin Durward ; Scott's Marmion (Rolfe's Student Series) ; Scott's Lay of the Last Minstrel (Rolfe's Student Series); Kingsley's Hereward ; Kingsley's Westward ; Macaulay's Essay on Frederic ; Macaulay's Essay on Clive ; Macaulay's Essay on Dr. Johnson ; Motley's Essay on Peter the Great ; Thackeray's Henry Esmond ; Thackeray's The Virginians ; Thackeray's The Four Georges ; Dickens's Tales of Two Cities ; George Eliot's Silas Marner ; Irving's Alhambra ; Irving's Bracebridge Hall ; Miss Buckley's Life and Her Children ; Miss Buckley's Winners in Life's Race ; Bulfinch's Age of Fable (revised edition). The Boys's Froissart ; Ballads and Lyrics ; Vicar of Wakefield ; Essays of Elia ; Tennyson's Selected Poems (Rolfe's Student Series) ; Tennyson's Elaine ; Tennyson's In Memoriam ; Byron's Prisoner of Chillon ; Goldsmith's Deserted Village ; Goldsmith's Traveller ; Coleridge's Ancient Mariner ; Wordsworth's Excursion ; Monroe's Sixth Reader ; Webster—Section 2 [Annotated English Classics, Ginn & Co.] ; Wordsworth's Poems—Section 2 ; [Annotated English classics, Ginn & Co.] ; Sheldon's Greek and Roman History.

French.—St. German's Pour une Epingle ; Achard's Le Clos Pommier ; Feuillet's Roman d'un Homme Pauvre ; Dumas' La Tulipe Noire ; Vigny's Cinq Mars ; Lacombe's La Petite Hlstoire du Peuple Français.

German.—Andersen's Märchen; Simmondson's Balladenbuch; Krummacher's Parabeln ; Goethe's Iphigenie auf Tauris ; Goethe's Prose ; Schiller's Jungfrau von Orleans ; Schiller's Prose ; Boisen's German Prose ; Bernhardt's Novellen's Bibliotek."

The same purpose is attained, as you are aware, by means of the "Supplentary Readers" of some of the Grammar Schools. A more marked developmemt of this prin-

ciple I found in the Concord N.H. Grammar Schools in the two highest grades of which, the course in Reading is as follows :—

EIGHTH GRADE.

First Term—(Irving.) "Rip Van Winkle." "The Voyage." (6 weeks.)
(Burroughs.) "Birds and Bees." (5 weeks.)
Second Term—(Whittier.) "Snow Bound and Among the Hills." (5 weeks.)
(Longfellow). "Courtship of Miles Standish." (5 weeks.)
(Burroughs.) "Sharp Eyes and Other Papers." (3 weeks.)
Third Term—(Holmes.) "Grandmother's Story of Bunker Hill.) (6 weeks.)
(Scott.) "Tales of a Grandfateer." (6 weeks.)

NINTH GRADE.

First Term—(Longfellow.) "Evangeline." (6 weeks.)
(Hawthorne.) "Biographical Stories." (5 weeks.)
Second Term—(Thoreau.) "Succession of Forest Trees." (5 weeks.)
(Warner.) "A Hunting of the Deer, etc." (3 weeks.)
(Hawthorne.) "Tales of the White Hills." (5 weeks.)
Third Term—(Scott.) "Tales of Chivalry." 8 weeks.)
(Kingsley) "Greek Heroes." (4 weeks.)

(7) "Manual training now forms part of the High and Grammar School courses in many of the schools in the States. I saw the system in operation in Albany, Cambridge, Fall River, New York, and Springfield. In most places the course is limited to working in wood, but in some it includes working in iron as well. Most of the manual training departments are either in the basements of the school or in adjacent buildings, and are under charge of skilled mechanics or graduates of the Schools of Technology. The Cambridge manual training school for boys is separate, and is the finest I saw. It cost $57,000, and was founded and is now maintained by Mr. F. H. Ringe. A committee appointed by him is in charge, and part of the course is pursued in the English High School. In some places, this department of school work is regarded as yet on trial; in others its desirability is regarded as settled. So far as I could ascertain, public opinion, including that of the labor organizations, is in favor of such training, and the department is very popular amongst the pupils, almost all the boys taking it as part of their course. In Albany, indeed, provision is to be made to extend to the girls the same privileges as the boys now enjoy.

"Manual training does not mean merely the training of the hand; it means the training of our every faculty. Manual training methods aim at no specialty of any kind, no carpentry, no art in designing or modeling, cooking or serving (for in Boston and New York there are 'Schools of Cookery'), no geometry or mechanical drawing as such; they aim simply at a rational means to obtain and transmit useful knowledge."

This definition seems to be generally accepted. As a matter of fact, however, such training is regarded as very advantageous to those designed for mechanical pursuits, and it is the best preliminary training for the Schools of Technology. The Woodstock Baptist Institute is the only school in Ontario in which manual training forms part of the course of study, and it will probably be some time before it is introduced into our High Schools. The subject is of interest, however, to educationalists; and I, therefore, give the course of study in the Springfield, Mass. Manual Training School, especially as a school like this must be our model, if the subject is ever introduced into our programme. The course begins in the last grammar school year.

SENIOR GRAMMAR SCHOOL YEAR.

Elementary Course in the use of Wood-working Tools. Tools described, and adjustment of parts explained. Rules of mechanics.

First High School Year.

Fall Term.

Academic Studies	Algebra; Physiology, followed by Physics; English Language.
Shop Work	Joint Making; Sand-Papering; Staining and Varnishing; Grinding and Honing Tools; Lectures on Grain of Wood.
Drawing	Shop Drawings, Principles of Projection, Use of Instruments.

Winter Term.

Academic Studies	Algebra, Physics, English Language.
Shop Work	Wood-Turning, Scraping, Polishing; Lectures on Kinds of Wood and their Uses.
Drawing	Shop Drawings; Pen Lining; Lettering; Simple Objects Measured and Drawn to Scale; Perspective Drawing from Models and Objects.

Spring Term.

Academic Studies	Algebra, Physics, English Language.
Shop Work	Carving, Saw-Filing.
Drawing	Shop Drawings; Instrumental Drawings of Details and the Whole of Simple Machines from Figured Freehand Sketches; Outdoor Sketching.

Second High School Year.

Fall Term.

Academic Studies	Geometry; General History; Zoology, 14 weeks, followed by Physical Geography.
Shop Work	Forging, Welding, Tempering.
Drawing	Shop Drawings, Geometric Problems, Orthographic Projection, Perspective Drawing, Study of Light and Shade.

Winter Term.

Academic Studies	Geometry; General History; Physical Geography, 12 weeks, followed by Botany.
Shop Work	Soldering, Brazing, Pattern Making; Lectures on Kinds of Metal and their Uses.
Drawing	Pattern Drawing, Isometric Projections, Flat Tinting, Architectural Drawing, Historic Ornament.

Spring Term.

Academic Studies	Civil Government, Elementary Chemistry, Botany.
Shop Work	Pattern Making, Moulding, Casting.
Drawing	Pattern Drawing, Architectural Drawing, Outdoor Sketching, Architectural Details.

THIRD HIGH SCHOOL YEAR.

Fall Term.

Academic Studies	Rhetoric and English Literature, Higher Algebra, Chemistry, French or German.
Shop Work	Chipping and Filing Metals.
Drawing	Line and Brush Shading, Pen and Ink Sketching, Shop Drawings.

Winter Term.

Academic Studies	Rhetoric and English Literature, Algebra completed, Higher Geometry begun, Arithmetic reviewed, French or German.
Shop Work	Turning, Planing and Drilling Metals; Study of Machinery.
Drawing	Commence Finished Drawings of Structure or Working Machine, with Full Details.

Spring Term.

Academic Studies	American and English Literature, Higher Geometry, Geology, French or German.
Shop Work	Machine Construction.
Drawing	Complete Drawings of Winter Term.

V.—Examinations.

Probably the most enviable feature of the New England teachers' lot is his comparative freedom from examination pressure. Examinations are of course held. The Grammar and the High Schools grant diplomas to pupils who have completed the school courses satisfactorily; but the examinations therefor are held, in most cases, by the school staffs and superintendents either alone or in conjunction with their committees. Boston may be taken as the type of another class. The diploma and teachers' examinations are conducted by the board of Supervisors, but the principals read or are responsible for the reading of the newspapers. They also recommend for graduation; the instructors' record of the scholarship and deportment of the pupils being submitted, with such explanations and recommendations as the principals may desire to make, to the committee on examinations, to whom the supervisors report. In no place I visited is there a High School Entrance Examination like ours. Once a year, usually in September, pupils are admitted to the High Schools, the graduation diplomas of the local Grammar Schools being accepted as the qualification; and applicants from other schools are examined unless the Principal is satisfied as to the standard. In some High Schools, as in Hartford, Conn., only a proportion of the Grammar School graduation class are admitted on diploma, the rest being examined and all being "on trial" in the High School for three months. In New Haven, again, the Grammar School examinations are held in May and the best half of each class are admitted without examination. In Boston, as I have already said, a minimum age is fixed, and no city pupil not a Grammar School graduate is allowed to attend. In Boston, as in other places, non-residents are admitted on examination, the school fee charged being the actual cost of the education provided--in Boston about $80 a year. In the schools I visited, the entrance standard is, I should say, about the same as ours; but admittedly it varies in different localities, and in the smaller places it is by no means so high as ours As regards the High School examinations proper, every High School grants diplomas to pupils that have completed its different courses, the diplomas on the "College courses," being accepted by many of the universities as the matriculation qualifications. Harvard

and Yale, however, hold regular matriculation examinations, and, as is to be expected, these universities exert a marked influence on the character of the work done in the secondary schools.

So far I have spoken of the High School examinations of the New England States. A very different state of matters exists in New York State. There, for the academies and high schools that form part of the "University," regular High School entrance (the "Preliminary") and "Leaving," (the "Academic" and "College Entrance") examinations are held by the "Regents" on a system which is almost the counterpart of that in Ontario, the "Advanced" examination, however, resembling in some respects our old "Intermediate." The "Preliminary" examination covers the following subjects: Arithmetic, English Grammar, Geography, Reading and Spelling. In 1866 the test was first applied to the High Schools of New York, and it is suggestive in connection with the absence of a uniform High School entrance examination in the New England States, that the first effect of this test was to reduce the number of academic (that is, High School) scholars from 21,947, claimed in 1865, to less than 6,000. The "Advanced" examination is arranged for two courses of study—the Academic and the College Entrance course. As the question of a "Leaving examination" is at present before you I give the details of the New York State system:

The College Entrance Course embraces the entire group of subjects given in the fourth column of the subjoined table. The Academic Course requires algebra (through quadratics) American history, physical geography, physiology, rhetoric, and plane geometry, together with eight additional subjects, four to be chosen from Group I., and four from Group II. In each course a certificate of progress termed an intermediate certificate is granted, viz.: in the college-entrance course for algebra (through quadratics), American history and Cæsar's Commentaries; and in the academic course for algebra (through quadratics), American history, physical geography, physiology, and rhetoric. The substitution of language studies for others in the academic course is allowed as follows, viz.: Cæsar's Commentaries or Xenophon's Anabasis for three subjects, Virgil's Æneid, French translation or German translation, for two subjects, and Sallust's Catiline, Virgil's Eclogues, Cicero's Orations or Homer's Iliad, for one subject; *except* that for at least two subjects in Group I, and two in Group II, and for algebra (through quadratics), plane geometry and American history, no substitution will be allowed; but by those substituting languages in securing the academic diploma rhetoric may be substituted for a required subject of Group I., and physiology for a required subject of group II.

The following is a tabulated statement of the courses of study:

Subjects of the Academic Course.			College Entrance Course.
Intermediate.	Group I.	Group II.	
Algebra (through quadratics.) American History. Physical Geography. Physiology. Rhetoric and English Comp.	Book-keeping. Civil Government. English Literature. History of England. History of Greece. History of Rome. Mental Philosophy. Moral Philosophy. Political Economy.	Algebra (higher) Astronomy. Botany. Chemistry. Drawing. Geology. Physics (elementary) Physics (advanced). Plane Trigonometry. Solid Geometry. Zoology.	Algebra (through quadratics). American History. Plane Geometry. Cæsar's Com.. bks. 1-4. Sallust's Catiline. Virgil's Æneid, bks. 1-6. Virgil's Eclogues. Cicero, six orations.* Latin Composition. Xenoph. Anab., bks. 1-3. Homer's Iliad, bks. 1-3. Greek Composition.
Substitutes in Academic Course.			
Latin and Greek, col. 4. French translation. German translation.	Plane Geometry required for either diploma.		

*The orations required are the four against Catiline, and those for Archias and the Manilian Law.

The examination papers for each of the certificates are, generally speaking, considerably easier than ours, but 75 per cent. in each is the standard for pass. The examination in each school is conducted by the principal, who receives the printed examination papers under seal as with us, and who has to take an affidavit at the close that the examination was conducted in accordance with the regulations. The answer-papers are first read by the members of the school staff, who provisionally pass or reject. Curiously enough, these answer-papers are *re-read* by a permanent staff of examiners maintained at Albany by the Regents. As the Literature Fund is distributed on the results of the "advanced" examinations, the New York State High Schools are passing through that stage of development in which the Ontario High Schools were about eight years ago. History, of course, repeats itself: while I found some masters in favor of the system, there were others who maintained that the teachers were fast becoming the slaves of the examinations.

VI. Elementary Education.

Of the Grammar Schools I visited but few, and only those in the larger cities: I have no doubt, from what I saw and heard, that there the Elementary Schools are on a par with the High Schools, and that in Massachusetts at least, education is generally in a satisfactory condition. In some localities, however, a condition of affairs exists that has no parallel in Ontario. To illustrate, I quote from the report of the Connecticut State Board of Education, for 1888, to the Governor, in regard to the condition and requirements of its Grammar Schools. The law creating this Board makes it its duty "to ascertain and keep itself informed as to the condition and progress of the Public Schools of the State." The report referred to above gives the results of the inspection of one county; the following is a summary thereof:

"The effect of this unsatisfactory condition of primary education will be felt by the next generation. Connecticut cannot afford to have its men and women unable to understandingly read an ordinary newspaper, or to write an ordinary letter, or to correctly solve the common arithmetical problems of ordinary life; but what we have learned from the inspection of schools and from tests of children sixteen years old, employed in factories, leads us to fear that a dangerously large percentage of future citizens of this state are growing up practically illiterate.

An effective educational reform must deal with a number of evils, among which we desire specifically to call attention to the following:

1. *A large part of the teachers do not know how or what to teach.* A law such as exists in some, if not all, of the provinces of Canada, requiring that teachers shall be specially trained and tested before their employment in schools is permitted, is the only thorough-going remedy, but we are not ready for such a law in this state.

2. *The attendance of the children is irregular.* In so far as this is due to the unwillingness of the children, the best remedy is in making the schools more efficient and attractive. In so far as it is due to the greed of parents, it should be remedied by law. The law should entirely forbid the employment to labor of children under sixteen, during the sessions of school, until they have a certificate from proper authorities that they can read, write, and cipher.

3. *The schools are too small.* In one town in this state there are, according to the official enumeration, 144 children between the ages of four and sixteen. The average attendance in school is 114 in winter and 90 in summer. But there are ten school districts, and, therefore, ten separate schools. A similar state of things exists in many other towns.

4. *The schools are open too short a time.* In New London county alone 55 schools are open less than half the year, 139 schools are open thirty weeks or less.

5. *The schools are insufficiently supplied with blackboards and other appliances.*

6. *Many school houses are in very bad condition.* About fifty in New London county are unfit for use. It will be difficult to find a remedy without instituting a more business like system of school management than that established by our present laws.

7. *In many districts there is no endeavor to get a competent teacher.* The committee simply selects some relative of his own, or else some one who is willing to live with him and pay a good price for board. In comparatively few districts is the committee carefully chosen on the ground of special fitness."

As to "*teachers' wages,*" the following remarks are made :

"The tendency is to appropriate sums insufficient to pay for good service. Of the 381 teachers in the county. 38 receive $20 or less per month ; 96 receive $20 to $25 per month, and 72 receive $25 to $30 per month. These sums are paid for twenty-four to thirty weeks of teaching. 35 per cent. of the teachers of this county receive less than $225 per year."

As a whole, this report discloses a most astounding condition of affairs in the State of Connecticut and one not with its parallel, I was assured, in other States.

General Remarks.

As my object was to deal with the excellencies rather than the defects of the High Schools of the Eastern States, I visited only those regarded as being the best and the most characteristic of the different systems. For the same reason I have made prominent in the above report those features that may prove suggestive to us, and have not considered it profitable to undertake the ungracious task of discussing the defects. Besides, such discussion would now be out of place. The time is long past when citizens of Ontario needed to be convinced of the desirability of professional training and a prescribed minimum of literary and scientific qualifications for all their teachers, of a uniform High School entrance examination and judiciously conducted higher examinations, and of the combination of local and State control, which, more than anything else, has made our school system second to none in the world. It will, however, not be out of place for me to record my conviction that, while the High Schools I visited are, generally speaking, superior to ours in all that greater wealth can provide, and while some of the details of the organization and courses of study are worthy of imitation, the teaching is in no department superior to ours. Most of the teachers I met are men of culture and marked professional ability, but our best teachers are at least their equals. As regards results, the statement was often volunteered to me that the United States' systems aimed at breadth rather than depth : my visit satisfied me that they seldom secure the latter, and that it is at least doubtful whether they usually secure the former.

While the Ontario High School system is admittedly a good one, and while we are, I believe, as regards system, years in advance of any of the Eastern States, there are admittedly defects of detail. Some of these will disappear as our country grows in wealth. Judging from the past, we shall, year by year, have better accommodations and better equipment, and larger staffs in proportion to attendance with greater specialization of the teachers' work. Other defects, however, we may remedy at once ; and, with this end in view, I submit for your consideration some proposals which, though they may not possess the merit of novelty, have, I trust, at least the merit of expediency.

1. *There should be only one High School Entrance Examination each year.* The arguments in favor of this proposal have already been presented to you. The change would admittedly reduce the pressure upon the High and the Public Schools and improve the character of the work done in both. With this arrangement, the present entrance programme would probably suit. Less stress should, however, be laid on formal English grammar, and more on reading, writing, English composition, and practical arithmetic. With a year for special preparation, neither the history nor the literature would be found oppressive. It is desirable that there should be even more memorization of poetry. The average pupil of the New England or German Elementary Schools is far more familiar with the literature of his country than is the pupil of the Ontario Public Schools with the literature of England.

2. *A minimum age limit should be fixed for the High School Entrance and Primary Examinations.* Thirteen might be fixed for the High School entrance and fifteen for the primary. The pressure upon our younger pupils in particular, is far too great. During

my visits of inspection I have seen pupils who have passed these examinations at earlier ages, but I have seen no such pupil whose physical development has not been sacrificed to his mental. The exceptionally bright pupil will be none the worse of a year's delay. Besides, time is an essential element of all culture. Crudeness is the most marked defect of the ordinary passed candidate.

3. *The number of subjects in the course of study in each form and at each examination should be reduced still further, and a higher standard should be required in each subject.* We cannot afford to omit any subject in the High School programme, but we can take fewer at a time without going to the extreme of the New England Schools. It is clearly unnecessary for the pupil whose specialty is to be science, to take all the English on the programme ; and, for the pupil whose specialty is to be classics or moderns, to take all the mathematics. A good foundation should be laid in all the important subjects, but thereafter differentiation should take place. Nor should formal English grammar or arithmetic be continued as special studies beyond the first form. Intellectual culture is what we aim at chiefly, and this can be best secured by thorough work in a few subjects. *Cave hominem unius libri* is as true now as it was in the days of Cicero. Nor is the least recommendation of the above proposal the fact that sufficient time may thus be secured for reading, writing, and physical education.

4. *The pupil's school record should be taken into account in deciding the results of the Primary and Leaving Examinations.* This principle has been recognized by the Education Department, with satisfactory results, in the case of the teachers' professional examinations, and, to some extent, in the case of the High School entrance, the teachers' estimate and recommendation having due weight with the examiners. Some such plan as was tried two years ago in connection with the teachers' non-professional examination, should be adopted as a permanent feature of our system, and the time necessary to carry it out properly should be regularly provided. The majority of the sub-examiners will now have been teachers of the candidates whose papers they read. Let us extend the operation of the principle, as above proposed, and thus engraft upon our system the admirable feature of the American diploma examinations, to which I have directed your attention. Nay, further, in Boston the certificate of the Principal is accepted in lieu of an examination in certain subjects. This is the kind of de-centralization that is most required in Ontario.

5 *The Examinations should test still more thoroughly.* The principle of "sight-reading" which has been introduced into the Primary Examination should be extended to the other departmental examinations. Public opinion now justifies a step which a few years ago it would have been injudicious to take. The advantages of this change are obvious.

6. *The system of Supplementary Reading should be introduced into our school system.* This system is, I think, the most admirable feature of the courses of study in the United States. With us it may be easily maintained by means of our school libraries. Free text-books the Ontario ratepayer would probably refuse ; he would not probably refuse the small amount required for "Supplementary Reading," especially as the regulations would, in time, return it to him "an hundredfold."

Toronto, January, 1890.

APPENDIX K.—*REPORT ON MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF DR. S. P. MAY, C.L.H., SUPERINTENDENT OF MECHANICS' INSTITUTES, ART SCHOOLS, ETC.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Free Libraries, Art Schools and other Scientific Institutions receiving a share of the Government Grant in the Province of Ontario, for the year ending 30th of April, 1889, and to inform you that there has been a large increase of Institutes and members during the year. I may also state that these Institutions are now of more practical benefit to the country, are in a more prosperous condition and more thoroughly appreciated by the residents in the districts where there are incorporated than in any year since they were first established.

I.—*Mechanics' Institutes and Free Libraries.*

During the first year eighteen new Institutes were incorporated in different parts of the Province. At the present time there are 196 Mechanics' Institutes with over 20,000 Members, and eight Free Libraries with 28,883 readers. Only 179 Institutes have yet reported. It is to be regretted that the Directors of some Institutes do not send in their reports until December. This delay prevents my giving complete returns of the work done during the year.

I.—*Libraries.*

There are 179 Libraries in Mechanics' Institutes reported as containing 252,832 volumes of books with an issue of 376,194 volumes, and eight Free Libraries with 86,393 volumes and an issue of 444,507 volumes The total number of volumes on different subjects issued during the year by the Mechanics' Institutes and Free Libraries reporting was 820,701.

The following table shows the locality of each Mechanics' Institute and Free Library in the Province :—

MECHANICS' INSTITUTES AND FREE LIBRARIES IN OPERATION IN 1889.

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Disfricts.	Cities, Towns and Villages.
Addington	Newburgh.	Bruce	Lucknow.
Algoma	Chapleau.	do	Paisley.
do	Manitowaning.	do	Port Elgin.
do	Port Arthur.	do	Ripley.
Brant	Brantford.	do	Southampton.
do	Glenmorris.	do	Teeswater.
do	Paris.	do	Walkerton.
do	St. George.	do	Wiarton.
Bruce	Holyrood.	Dufferin	Grand Valley.
do	Kincardine.	do	Orangeville.
do	Lion's Head.	do	Shelburne.

MECHANICS' INSTITUTES AND FREE LIBRARIES, ETC.—*Continued.*

LOCATION.	
Counties and Districts.	Cities, Towns and Villages.
Dundas	West Winchester.
do	Morrisburg.
do	Iroquois.
Durham	Bowmanville.
do	Orono.
do	Port Hope.
Elgin	Aylmer.
do	Duart.
do	St. Thomas.
Essex	Essex Centre.
do	Leamington.
Frontenac	Garden Island.
do	Kingston.
Glengarry	Lancaster.
do	Williamstown.
Grenville	Cardinal.
do	Kemptville.
do	Merrickville.
do	Oxford Mills.
do	Prescott.
Grey	Clarksburg.
do	Durham.
do	Hanover.
do	Markdale.
do	Meaford.
do	Owen Sound.
Haldimand	Caledonia.
do	(Dufferin) Clanbrassil P.O.
do	Dunnville.
do	Jarvis.
do	(Victoria) Caledonia P.O.
Halton	Georgetown.
do	Milton.
do	Oakville.
Hastings	Belleville.
do	Deseronto.
do	Trenton.
Huron	Blyth.
do	Brussels.
do	Clinton.
do	Exeter.
do	Goderich.
do	Seaforth.
do	St. Helens.
do	Wingham.
do	Wroxeter.
Kent	Blenheim.
do	Chatham.
do	Dresden.
do	Highgate.
do	Ridgetown.
do	Thamesville.
do	Wallaceburg.
Lambton	Arkona.
do	Aberarder.
do	Alvinston.
do	Forest.
do	Petrolea.
do	Point Edward.
do	Watford.
do	Wyoming.
Lanark	Almonte.
do	Carleton Place.
do	Perth.
do	Smith's Falls.

LOCATION.	
Counties and Districts.	Cities, Towns and Villages.
Leeds	Brockville.
do	Athens.
Lennox	Napanee.
Lincoln	Beamsville.
do	Grimsby.
do	Merritton.
do	Niagara.
do	St. Catharines.
Middlesex	Ailsa Craig.
do	Belmont.
do	Glencoe.
do	London.
do	Lucan.
do	Melbourne.
do	Parkhill.
do	Strathroy.
do	Thorndale.
do	Wardsville.
Muskoka	Bracebridge.
do	Burk's Falls.
do	Gravenhurst.
do	Huntsville.
do	Port Carling.
do	Windermere.
Norfolk	Simcoe.
do	Waterford.
Northumberland	Brighton.
do	Campbellford.
do	Cobourg.
do	Colborne.
do	Hastings.
Ontario	Cannington.
do	Oshawa.
do	Port Perry.
do	Uxbridge.
do	Whitby.
Oxford	Embro.
do	Ingersoll.
do	Norwich.
do	Tavistock.
do	Tilsonburg.
do	Thamesford.
do	Woodstock.
Parry Sound	Parry Sound.
Peel	Alton.
do	Belfountain.
do	Bolton.
do	Brampton.
do	Caledon.
do	Cheltenham.
do	Claude.
do	Forks of Credit.
do	Mono Road.
do	Streetsville.
Perth	Listowel.
do	Mitchell.
do	St. Mary's.
do	Stratford.
Peterborough	Norwood.
do	Peterborough.
Prescott	L'Orignal.
Renfrew	Arnprior.
do	Renfrew.
Russell	Metcalfe.
do	Russell.

MECHANICS' INSTITUTES AND FREE LIBRARIES, ETC.—*Continued.*

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Simcoe	Alliston.	Wellington	Arthur.
do	Barrie.	do	Barnett.
do	Beeton.	do	Clifford.
do	Bradford.	do	Drayton.
do	Collingwood.	do	Elora.
do	Midland.	do	Fergus.
do	Orillia.	do	Guelph.
do	Penetanguishene.	do	Harriston.
do	Stayner.	do	Mount Forest.
Victoria	Bobcaygeon.	do	Palmerston.
do	Fenelon Falls.	Wentworth	Dundas.
Victoria	Lindsay.	do	Waterdown.
Waterloo	Ayr.	York	Aurora.
do	Baden.	do	Markham.
do	Berlin.	do	Newmarket.
do	Elmira.	do	Parkdale.
do	Galt.	do	Richmond Hill.
do	Hespeler.	do	Scarboro'.
do	New Hamburg.	do	Schomberg.
do	Preston.	do	Stouffville.
do	Waterloo.	do	Toronto.
Welland	Niagara Falls.	do	Vandorf.
do	Niagara Falls, South.	do	Weston.
do	Port Colborne.	do	West Toronto Junction.
do	Thorold.	do	Woodbridge.
do	Welland.		

The above list may be classified as follows :—

Institutes reporting	179
Free Libraries reporting	8
Institutes not reporting	12
New Institutes	4
Total	203

The following abstracts show the proportionate number of volumes in each Library :—

Libraries with less than 250 volumes.

Alliston, Cannington, Chapleau, Chatsworth, Duart, Dufferin, Gravenhurst, Hastings, Huntsville, Jarvis, Leamington, Lion's Head, Melbourne, Morrisburg, Orono, Port Carling, Port Arthur, Palmerston, Russell, Stayner, Thamesford, Tavistock, Vandorf, Victoria, Wallaceburg, West Winchester.

Libraries with over 250 volumes and less than 500 volumes.

Alvinston, Athens, Beamsville, Belfountain, Belmont, Blenheim, Bobcaygeon, Desoronto, Dresden, Elmira, Forks of the Credit, Glenmorris, Grand Valley, Holyrood, Highgate, Iroquois, Lancaster, Lucknow, Markdale, Merritton, Mono Road, Newburgh, Niagara Falls South, Ripley, Shelburne, Waterford, West Toronto Junction, Wiarton, Williamstown, Wyoming, Woodbridge.

Libraries with over 500 volumes and less than 1,000 volumes.

Arkona, Beeton, Bolton, Caledon, Carleton Place, Clifford, Cobourg, Essex Centre, Glencoe, Midland, New Hamburg, Newmarket, Port Colborne, Thamesville, Tilsonburg, Watford, Weston, Windermere. Wingham.

Libraries with over 1,000 volumes and less than 1,500 volumes.

Almonte, Alton, Arnprior, Aurora, Barnett, Bradford, Bracebridge, Brighton, Brussels, Caledonia, Cheltenham, Claude, Drayton, Dunnville, Fenelon Falls, Georgetown, Lucan, Markham, Meaford, Merrickville, Norwood, Oakville, Orangeville, Oshawa, Parkhill, Richmond Hill, Southampton, Teeswater, Trenton, Waterdown.

Libraries with over 1,500 volumes and less than 2,000 volumes.

Ailsa Craig, Arthur, Aylmer, Bowmanville, Brampton, Colborne, Clinton, Exeter, Hespeler, Ingersoll, Lindsay, Mitchell, Mount Forest, Napanee, Norwich, Paisley, Parkdale, Point Edward, Port Elgin, Renfrew, Streetsville, Wardsville, Whitby, Wroxeter.

Libraries with over 2,000 volumes and less than 2,500 volumes.

Brockville, Campbellford, Chatham, Durham, Embro, Goderich, Harriston, Owen Sound, Orillia, Ridgetown. Stouffville, St. George, Welland.

Libraries with over 2,500 volumes and less than 3,000 volumes.

Ayr, Belleville, Fergus, Kincardine, Milton, Niagara Falls, Perth, Port Hope, Prescott, Penetanguishene, Scarboro, Simcoe (F. L.).

Libraries with over 3,000 volumes and less than 3,500 volumes.

Barrie, Berlin (F. L.), Collingwood, Garden Island, Grimsby, Niagara, Seaforth, Smith's Falls, Strathroy, Thorold.

Institutes with over 3,500 volumes and less than 4,000 volumes.

London, Stratford, Uxbridge.

Libraries with over 4,000 volumes and less than 5,000 volumes.

Galt, Preston, St. Mary's, St. Thomas (F. L.), Woodstock, Waterloo (F. L.).

Libraries with over 5,000 volumes and less than 6;000 volumes.

Dundas, Guelph (F. L.), Kingston, Paris, Peterboro', St. Catharines (F. L.).

Libraries with over 6,000 volumes and less than 7,000 volumes.

Elora.

Libraries with over 7,000 volumes and less than 7.500 volumes.

Brantford (F. L).

Libraries with over 50,000 volumes.

Toronto (F. L.).

Having shown the location of each Mechanics' Institute and given the proportionate number of volumes in the different libraries, I shall now refer to the advantages derived to the Province from the use of these books.

I must first state that the chief purposes for which Mechanics' Institutes are established is, to promote the education of the people; to assist in the intellectual development of adults whose education was neglected in their youth; to provide information for the young, after they leave school, on technical subjects applicable to their various trades and employments; also, to entice young people from the streets, the saloon, and low amusements injurious to their moral welfare, and provide for them entertaining and instructive reading.

These libraries contain books suitable for persons engaged in mechanical, agricultural and other industrial pursuits; those engaged in trade having relation to metallurgy, chemistry, natural philosophy, or other branches of physical science can obtain the newest books on these subjects; and those engaged in agriculture and horticulture, can get the best books on horses, cattle, poultry, farming, fruit, plants, etc.

In this new country necessity has taught us self-reliance, and there are amongst us many self-made men who are well aware of the impediment which a lack of education is to their progress in life. The Mechanics' Institutes libraries are to such persons a haven of delight, their intellectual workshops, where the natural vigor of their minds can be expanded and enlightened from reading the experiences of the most distinguished men of ancient and modern times. Professor Huxley, says, "the establishment of free libraries must be regarded as one of the most important and beneficent steps that could be taken at the present time. The history of great men is full of instances of people who had attained distinguished positions with no better outfit than the faculty of reading. But the utilization of this faculty must be determined by the accessibility of books." Through the liberality of the legislature, the public are now provided with easy access to books in all parts of the Province. How different it was at the commencement of the present century, even in Europe, literary men, themselves found great difficulty in obtaining access to good libraries; the distinguished author Coleridge, records his obligation to "a benevolent stranger who made him free of a lending library in Cheapside, where he read through the entire collection, folios and all."

I know that there are some persons who doubt the amount of real benefit derived from libraries because of the large proportion of fiction circulated. They describe the reading of fiction as intellectual dram-drinking which ultimately emasculates both mind and character, and unfits man for the duties of active life. This is, no doubt, applicable to the reading of the ephemeral trash which is poured with such an unremitting stream into this country, in the shape of dime novels. An article appeared in the *North American Review*, of September, 1889, headed, "Are Public Libraries Public Blessings?" by Mr. J. M. Hubbard, in which he states, that "From 70 to 80 per cent., and in some instances practically the whole of the books circulated were fiction, read chiefly by the children. Notwithstanding the strenuous efforts for some years past of many having the charge of the libraries in different places to counteract this tendency, it still remains the fact, that above three-quarters of their circulation is of this character, that is, the libraries are in no true sense of the words, educators of the people."

Mr. Hubbard goes on to point out that in large cities where the funds are plentiful, that practically everything above a dime novel was purchased, and that books of an immoral tendency find their way into the hands of children. As a remedy for this, he suggests that books be submitted to the Boards of Education for their approval.

As Mr. Hubbard's article has probably been read in most of our reading rooms, I will briefly refer to the works of fiction in our libraries. My report shows that out of a total of 820,069 books circulated last year by the Mechanics' Institute and Free Libraries, no less than 478,106 were classed as fiction. Now it must be understood that I do not offer an apology for the readers of fiction, nor attempt to defend the taste for light reading which is so largely developed in Ontario, but as I consider that public libraries *are* "educators of the public," I may state that all the books in our libraries which are classified as fiction are not novels. In my tour of inspection I found that such works as those of John Bunyan, Bowman, Ballantyne, Jules Verne, Hanna More, Maria Edgeworth, Mayne Reid. Moral and religious tales, etc., are classified as fiction, and I feel positive that the novels issued do not exceed 20 per cent. of the total circulation. Now as to the character of the novels

in our libraries. When first a portion of the Government Grant was allowed to be expended for fiction the books had to be submitted to this department, but it was soon found that this duty could be relegated to the directors. I cannot refrain here from referring to the excellent manner in which the directors perform their onerous but unremunerative duties. The directors are selected by the members and include prominent representatives of the professions, trades and commercial pursuits in the different localities.

The directors of Mechanics' Institutes are an independent governing body, although the municipality may appropriate funds and the government give liberal aid in support of the Institutes, the members only can recommend to the directors the kind of books to be selected. There is no supreme authority save the opinion of the members for whom they exercise their power, and to whom only are they responsible for a neglect of duty. It is usual for a committee to be appointed to select new books, and as 20 per cent only is allowed for fiction, these committees are very careful in selecting the books. When inspecting institutes I make it a rule to examine the new works on fiction, if any are doubtful, I take them with me for a more careful examination, and I am pleased to state that owing to the oversight of the directors and committees appointed to select the books, that I have not yet found one book which might be condemned as immoral.

It is true that many would-be censors of public reading, entirely condemn the circulation of fiction in public libraries, but they do not take into consideration that the standard works of fiction exert a moral influence and create a taste for reading; when reading a good novel there is an irresistible coercion produced on the mind by the association of thought in comparing the virtues of the good with the depraved of society; and the characters and manners are naturally improved when one studies the way in which well bred and educated men and women conduct themselves in their intercourse with each other.

The following opinions from other countries will bear out my statement. The Paris *Temps* referring to novels in the city libraries of Paris says: "This is the weak part of these institutions, although it is not so bad as might be imagined, and this for several reasons. First of all the novels are above criticism. In the second place, one must consider the intellectual condition of the workman after a busy and tiresome day. A light book rests him, and may gradually develop a taste for reading which will find exercise in more serious works. From the novel he may reach pictures of life, stories of travel, historic and scientific records; from these there is but one step to books altogether profitable. Finally if the number of novels read grows steadily, the growth in the demand for useful books keeps pace with it."

Professor Huxley writes: "The utility of free libraries had been questioned on the ground that they were used chiefly for the perusal of works of fiction. Well, and why not? He did not know of any kind of rest comparable to putting up one's feet and going straight through a three-volume novel. After a man has done his eight or ten hours of work he does not want to study algebra."

As a return was ordered to be laid before the House of Assembly last year in reference to the withdrawal of the Government Grant for the purchase of Public School Libraries, I will make a brief comparison between the failure of Public School Libraries and the progress of Mechanics' Institute Libraries.

In the year 1854, shortly after the school library system had been established in Ontario, the municipal authorities subscribed the sum of $25,962.27 for the purchase of books from the Educational Depository. In 1880 the sum appropriated for the purchase of books by municipalities had dwindled down to $767.90. The Government grant for the purchase of books was then abolished and the Educational Depository discontinued. In the same year (1880) the Mechanics' Institutes of this Province were placed under the supervision of the Minister of Education. We will now compare the amounts expended for library books by municipalities in 1880 and in 1889.

In 1880 the municipal appropriations amounted to $767.90 for Public School libraries and $1,045.00 for Mechanics' Institute libraries. Total amount, $1,812.90.

In 1889 the municipal appropriations for Mechanics' Institutes and Free Libraries amounted to $40,877.65.

This shows the wisdom of the Government in discontinuing the grant for Public School Libraries, and fostering and assisting the development of Mechanics' Institutes and Free Libraries.

I may mention that a similar system for Public School Libraries proved to be a failure in the United States. The Superintendent of Education for New York in his report of 1874, referring to School District libraries, says, "not one out of ten of the inhabitants can tell where the library can be found, and probably in ninety-nine cases out of every hundred the libraries are of no practical value whatever."

The following extract from the Annual Report of the Commissioner of Education for 1887 will show how the school libraries have decreased and the free public libraries have increased :—

FREE LIBRARIES, 1887.	LIBRARIES.	VOLUMES.
Free Public School libraries	93	177,560
Free public lending libraries	424	3,721,191
Free public reference libraries	153	3,075,099
Free corporate lending libraries	452	2,644,929

The increase of free libraries in the United States is partly owing to the munificent donations of private individuals, whose gifts for libraries during the past few years have been enormous, several individuals giving from one million to five million dollars each. The consequence is that the United States authorities claim that they have more libraries and a larger number of books in proportion to population that any other nation in the world.

Each separate State makes its own law for the support of free libraries. In Massachusetts any town may grant the proceeds of the "dog tax" to a free library within its borders. In New York State any free library association owning real estate worth $20,000 and a library of 10,000 volumes is authorized to apply to the proper city authorities for an appropriation based upon the circulation of its books. If the circulation has been 75,000 volumes, it may apply for $5,000, and $5,000 more for each addition of 100,000 to the circulation. In the city of New York no library may receive more than $40,000 annually for such circulation.

In Great Britain, too, the free public libraries are on the increase and in a flourishing condition. Free libraries are now established in the different parishes in large cities, and private individuals are very liberal. Several library buildings have recently been erected in different parishes in London at the expense of private persons.

A rate of one penny on the pound can be levied in Great Britain and Ireland for public libraries—this is equal to four mills on the dollar. In Ontario the rate is only half a mill on the dollar.

I shall conclude my remarks on the importance of libraries, by a quotation from Sir John Herschel, who said, "If I were to pray for a taste, which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills however things might go amiss and the world frown upon me, it would be a taste for reading."

The following is a comparative statement showing the increase in Mechanics' Institutes and free libraries from 1883 to 1889.

—	1883.	1889.
No. of Mechanics Institutes and Free Libraries reporting	93	187
No. of members and readers	13672	38819
No. of evening classes	28	47
No. of reading rooms	59	119
No. of newspapers and periodicals	1540	3425
No. of volumes in libraries	154093	339225
No. of volumes issued	251920	820701
Total receipts	$59,716.41	$112,481.88
Total assets	$255,190.93	$434,115.98

During the past six years, 1884 to 1889 inclusive, the Mechanics Institutes and free libraries have issued 3,885,988 volumes of books and their total receipts amounted to $629,966.56.

II.—*Reading Rooms.*

Reading rooms have been established in the following places, viz.:—Ailsa Craig, Almonte, Alvinston, Arkona, Arnprior, Arthur, Aylmer, Ayr, Barrie, Beamsville, Belleville, Bobcaygeon, Berlin, Bolton, Bowmanville, Bracebridge, Brampton, Brantford, Brighton, Brockville, Campbellford, Cannington, Carleton Place, Chapleau, Chatham, Clinton, Colborne, Collingwood. Deseronto, Drayton, Dresden, Dundas, Elmira, Elora, Embro, Essex Centre, Exeter, Fenelon Falls, Fergus, Galt, Garden Island, Georgetown, Guelph, Glencoe, Glenmorris, Goderich, Grand Valley, Grimsby, Harriston, Hespeler, Ingersoll, Kincardine, Kingston, Lancaster, Leamington, Lindsay, London, L'Orignal, Lucknow, Metcalfe, Midland, Milton, Mitchell, Morrisburg, Mount Forest, Napanee, Newburg, Niagara, Niagara Falls, Norwood, Orangeville, Orillia, Oshawa, Owen Sound, Oxford Mills, Paris, Parkdale, Parry Sound, Penetanguishene, Perth, Peterboro', Point Edward, Port Carling, Port Colborne, Port Hope, Preston, Richmond Hill, Ridgetown, Russell, Seaforth, Shelburne, Simcoe, Smith's Falls, Stayner, Stouffville, Strathroy, St. Catharines, Streetsville, St. George, St. Marys, St. Thomas, Tavistock, Thamesville, Thorold, Tilsonburg, Toronto, Trenton, Uxbridge, Wallaceburg, Waterloo, Welland, Weston, West Toronto Junction, Wiarton, Williamstown, Windermere, Wingham, Woodbridge, Woodstock.

Prior to the authorization of your new regulations for reading rooms my annual reports show that the reading rooms were in a languishing condition, and on the whole were financial failures; now they are in a flourishing condition, and are powerful auxiliaries to the libraries in providing education for the people. We have now in operation 119 well equipped reading rooms, distributed as shown in the above list throughout the whole Province. These are supplied with 1,961 newspapers and 1,464 magazines and periodicals, including religious, scientific, literary and other subjects, at a cost of $9,810.88.

The reading rooms are now well frequented; the well warmed and lighted rooms so liberally supplied with literary pabulum adapted to the tastes of all classes, are an attraction to the readers of different degrees of culture. When visiting the institutes I noticed sitting side by side in the reading rooms, clergymen, lawyers, physicians, manufacturers, merchants, mechanics, laborers, factory boys and school pupils. In a few reading rooms ladies were also present. I wish this was more general—directors of institutes should do all in their power to encourage ladies to be regular attendants, as the bringing together of both sexes has a moral influence, and frequently improves and softens the manners of the uneducated.

In the modern reading room, ladies can improve their literary tastes, and also find the newest fashions domestic economy, etc.; the clergymen, lawyers and physicians can

study journals relating to their own individual professions; manufacturers and mechanics can peruse scientific periodicals which, in addition to a description of new discoveries, also contain practical facts and improvements from time to time as they are made or discovered; whilst merchants and others, including the general reader, can find recent information on public opinion, the world's wants and supplies, and other general subjects.

Reading rooms are now a public benefit wherever established. From conversation with directors I find that depraved characters, notorious drunkards and others have been induced to attend the reading rooms and a gradual reformation has taken place; this is partly attributed to the influence on the mind produced from their association with the regular members of the reading room. In one small town in the east no less than five men who were formerly so much addicted to drink as to be unable to support their families, have within the past two years been reclaimed by the aid of the reading room from their evil ways, and made good members of society. In several reading rooms I found boys diligently reading; I have also been assured that many of our young men who formerly frequented taverns and places of disreputable repute, have taken advantage of the reading rooms, discontinued their former habits, improved their minds, and became a blessing instead of a curse to their friends. Matthew Arnold in a recent visit to the Boston public library was greatly astonished to find a newsboy in the reading room. He said, "I do not think I have been so impressed with anything else that I have seen since arriving in this country, as I am with meeting that boy in the reading room. The reading of that one book (Life of Washington) may change the whole course of that boy's life, and may be the means of making him a useful, honorable, worthy citizen of this great country." Had Mr. Arnold visited some of our reading rooms he would have gone away equally impressed with their value in this country.

III.—*Evening Classes.*

During the year 47 evening classes were in operation.

This is the most important branch of the Mechanics' Institutes, providing technical education for all classes of the community. The recent amendment of the Act empowering Free Libraries to establish evening classes, must ultimately prove of great value to this Province. The following is a copy of the Act:—

An Act to amend the Free Libraries Act.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario enacts as follows:—

1. Section 1 of *The Free Libraries Act* is amended by adding to sub-section 2 thereof the following words:—

"There may also be established evening classes for artisans, mechanics and workingmen, in such subjects as may promote a knowledge of the mechanical and manufacturing arts."

2. All the powers vested in the board of management, and all the duties imposed upon the said board with respect to libraries, news-rooms and museums, shall be considered as applicable to the evening classes established under this Act, and in the event of the establishment of such classes the board shall have the same powers with respect to the appointment and dismissal of teachers or instructors as they now possess with respect to other salaried officers.

3. Section 10 of *The Free Libraries Act* shall apply to Art Schools.

4. Section 10 of the said Act is amended by adding thereto the following sub-section:—

(3) In case any Art School transfers its property, real and personal, to the board of management of a free library as herein provided, it shall be lawful for the Lieutenant-Governor in Council to give the like aid to such free library from the unappropriated

moneys in the hands of the Treasurer of the Province, as such Art School would have received.

5. Any person who wilfully interrupts or disquiets any free library established and conducted under the authority of the said Act, by rude or indecent behaviour, or by making a noise either within the library, or so near thereto as to disturb the persons using the same, shall, for each offence, on conviction thereof before a police magistrate or Justice of the Peace, forfeit and pay for library purposes to the municipality whithin which the offence was committed, such sum not exceeding $20, together with the costs of conviction, as the said police magistrate or justice may think fit.

On the 20th of May, 1889, a circular was sent from this department to the secreraries of Art Schools and Free Libraries, inviting representatives to attend a meeting to be held at the Education Department on the 4th of June for the purpose of discussing the practical advantages to be derived from the amalgamation of Art Schools and Free Libraries. At this meeting a circular (for consideration) containing subjects for evening class instruction was thoroughly discussed. The representatives were unanimous in their opinion that evening class instruction will be of valuable assistance to artisans, mechanics, and workingmen engaged in the mechanical and manufacturing arts.

The following extract is from the Toronto *Globe*, of the 5th June, 1889 :—

Libraries and Art Schools.

Proposed Scheme of Amalgamation for Evening Classes.

"It will be remembered that early last fall the Minister of Education called a meeting of manufactures, artisans and others at the Normal School to discuss the scheme of bringing the School of Practical Science in line with such industrial instruction as would be productive of supplying the Province with skilled mechanics. The meeting was unanimous in its support of industrial education, and in the discussion it came out incidentally that much could be done in towns and villages towards bettering the condition of the working people by evening classes, in which especially mechanical drawing and designing should have special prominence. Hon. G. W. Ross, having learned much from the manufacturers' experience, called some time ago a conference of those identified in the Province with Free Libraries, Mechanics' Institutes and Art Schools. The conference assembled in the Normal School building and was presided over by the Minister of Education, who elicited the views of those present (1) as to the wisdom of amalgamating Free Libraries and Art Schools; (2) as to the difficulties now met with in conducting evening classes, and (3) what curriculum would best suit the working classes at the evening schools.

"All present gave their opinion briefly, the substance being that classes would be popularized and the chief difficulties in the way of their continued usefulness removed by being conducted under the auspices of the combined influence of Free Libraries and Art Schools. It was represented that expense had been the chief obstacle against evening classes in the past, but, with an increased Government grant and other resources of strength sure to accrue from the proposed amalgamation, these schools would be popular, helpful and profitable.

"Passing from the subject before the meeting, Mr. Ross submitted the curriculum for evening classes in Free Libraries for consideration. It embraces English and Canadian history, composition and grammar, bookkeeping, arithmetic, writing, drawing, chemistry and physics, each class being so graded as to meet the age and advancement of the pupils. These subjects are already taught in Mechanics' Institutes, and so far as taken advantage of by pupils were found to be most useful, especially to young men who had not in boyhood the advantages of the public schools to any great extent."

The following is the list of subjects for evening class instruction in Free Libraries and Mechanics' Institutes, as submitted for consideration at the meeting referred to, and further revised in August 1889.

Subjects for Evening Class Instruction in Free Libraries and Mechanics' Institutes.

PRIMARY DEPARTMENT.

English Course.

(1) *English and Canadian History.*—Under this topic the directors may recommend any author for private reading by each member of the class. The teacher should allot such portions for home study as he deems expedient, and afterwards, during the lesson hour, in a familiar lecture, or by critical references, give such further information on the subject as he may think necessary.

(2) *Composition and Grammar.*—This should embrace the framing of such resolutions as might be required at meetings of school boards, municipal councils, public meetings, drafting petitions to the Legislature, the construction of sentences and paragraphs, the use of capitals, punctuation, etc.

Commercial Course.

(1) *Book-keeping.*—So far as it relates to bills of parcels, the ordinary accounts of farmers and mechanics, how to keep a day-book, cash account and personal accounts, business correspondence, business forms, commercial law.

(2) *Arithmetic.*—Accuracy and rapidity in the simple rules, arithmetical calculations applicable to ordinary business, simple and compound interest, mensuration of surfaces.

(3) *Writing.*—Legibility, neatness in form and arrangement, engrossing.

In addition to the above, *Algebra* should be taught, as a knowledge of this subject is absolutely necessary to successfully prosecute the study of various branches of physics.

Course in Drawing.

(1) *Primary Drawing.*

1. Freehand drawing from flat examples.
2. Practical geometry.
3. Linear perspective.
4. Model drawing.
5. Memory or blackboard drawing.

(2) *Advanced Drawing.*

1. Shading from flat examples.
2. Outline drawing from the round.
3. Shading from the round.
4. Drawing from flowers and objects of natural history.

*5. Ornamental design.

(3) *Mechanical Drawing.*

†1. Projection and descriptive geometry.
‡2. Machine drawing.
3. Building construction.
4. Industrial design.
5. Advanced perspective.

* In this branch the application of geometry to design should be studied, and importance given to the theory of decoration and color for wall papers, frescoes, carpets, stained glass, mosaics, etc. The science of shading, perspective and projection should also be taught.

† Freehand sketches of geometrical solids, tools, parts of machines, etc., might be made on the blackboard to be copied by the student in his note-book and afterwards carefully drawn to scale. Working drawings in plan, section and elevation should be treated in the same manner.

‡ It is recommended that drawings be made to scale from models, parts of machines, etc. When students use diagrams as copies, they should be required to change dimensions, and in some cases alter the design and reproduce the new design to scale.

Course in Chemistry.

I.—*Elementary Course.*

Definition of the object of the science, relations of the physical sciences to biology, and of chemistry to physics. Chemical change, elementary composition of matter. Laws of combination of the elements, atomic theory, molecules, Avogadro's law. The determination of atomic weight, specific heat, atomic heat, nomenclature, classification. The preparation, characteristic properties and principal compounds of the following elements: Hydrogen, chlorine, bromine, iodine, oxygen, sulphur, nitrogen, phosphorus, carbon, silicon.

II.—*Advanced Course.*

(*a*) The chemistry of the metals.
(*b*) Organic chemistry.

In the study of chemistry reference will be constantly made to the applications of chemistry to practical life, and special attention will be directed to the following subjects, viz.:

(1) *Domestic Chemistry.*—Air, respiration, vitiated air and ventilation. Water, hard and soft, its impurities and how to purify. Food, its composition and general properties, decomposition and preservation, preparation of food. Condiments, tea, coffee, alcoholic drinks, etc.

(2) *Agricultural Chemistry.*—The chemistry of the plant. The anatomy and physiology of the plant. The chemistry of the atmosphere. The chemistry of the soil and its physical properties influencing agriculture. Manure and fertilizers, and means of improving the soils and influencing the growth of plants.

(3) *Industrial and Technical Chemistry.*—Mining and metallurgic processes for the extraction of the useful metals.; the manufacture of useful chemicals; bleaching, dyeing and tanning; soap and candles; gas and illuminating oils; the manufacture of cane and beet sugar, etc.

III.—*Laboratory Practice.*

Where possible, classes for practical instruction in the laboratory should be formed. In these classes the students should go through a systematic course of practical work, so as to become familiar by actual observation with the reactions of the more common elements and their compounds.

IV.—*Lectures.*

Lectures should be illustrated so far as possible by experiments, also by designs models and industrial products; for example, the iron industry could be illustrated by specimens of ores, fuels and fluxes used, also pig iron, castings, plate iron, steel, etc. Tanning could be illustrated by specimens of the crude and manufactured articles employed in tanning, and samples of the leather tanned and finished by different processes.

Course in Physics.

I.—*Elementary Course.*

Sensations and things; causes and effects; absence of chance in the order of nature; matter; the molecule; constitution of matter; physical and chemical changes; force; three states of matter; phenomena of attraction, cohesion, adhesion, etc. Heat; diffusion temperature; thermometers; effects of heat; fusion; ebullition and evaporation; latent heat; conversion of heat into potential energy and *vice versa*; radiant heat. Current electricity; batteries; effects produced by electricity; electrical measurements; magnetism; induction; electrical machines; applications of electricity. Sound; waves; echoes; difference between noise and music; pitch; loudness; quality. Light; refraction, reflection, and dispersion; mirrors, lenses, etc.

II.—*Advanced Course.*

Definitions of velocity, accelleration, mass, momentum, force, moment, couple, energy, work, centre of inertia, statement on Newton's laws of motion, composition and resolution of forces, condition for equillibrum of forces on one plane. Definition of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's Law, the barometer, air pump, water pump, siphon.

III.—*Lectures.*

After the students are instructed on the text, familiar lectures might be given on the application of the principles to practical life, and the various sciences and manufactures; for example, in pneumatics and heat, lectures might be given to engine drivers and stokers; in electro-magnetism to metal workers, printers, etc,, and in light and optics to photographers.

COURSE IN BOTANY.

I.—*Elementary Course.*

Botany.—The practical study of representatives of the following natural orders of flowering plants: Ranunculaceae, Cruciferae, Malvaceae, Leguminosae, Rosaceæ, Sapindaceae, Umbelliferae, Compositae, Labiatae, Cupuliferae, Araceae, Liliaceae, Iridaceae, Gramineae, Coniferae. A knowledge of structure such as can be obtained without the use of the microscope. Attention to drawing and description of plants supplied, and to the classification of these. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds.

II.—*Advanced Course.*

Botany.—The practical study of representatives of the chief sub-divisions of cryptograms, such as a fern, a lycopod, a horse-tail, a liverwort, a moss, a lichen, a mushroom, and a chara.

III.—*Lectures.*

Lectures should be given for agriculturists, giving attention to the study of rusts, smuts, mildew and other injurious fungi. For mechanics, a course should be provided explaining the sources and processes of manufacture of vegetable products used in food, clothing, oils, dyes, etc.; also descriptive lectures on the strength, durability and special uses of the different kinds of timber.

In accordance with your instructions during the past summer I visited a large number of Mechanics' Institutes for the purpose of explaining the new regulations and consulting with the directors as to the best method to be employed to induce the public to take a greater interest in the evening classes in connection with the Institutes and free libraries. I visited altogether 79 different institutions, but prior to my visit I notified the directors and requested them to invite any persons to be present who were interested in the promotion of technical education. In the majority of these institutions I gave short addresses pointing out the advantages to be derived from educating our mechanics and the laboring classes. I referred to other nations, showing that the most prosperous are those who encourage and liberally assist in supporting schools for the technical education of their people. I made special reference to Great Britain and Ireland, pointing out that prior to the first Universal exhibition of 1851, British manufacturers devoted their attention chiefly, I might say almost exclusively, to manufactures appertaining to the necessities of modern civilization, but since that period they had followed in the footsteps of

other nations whose spirit is more artistic, and whose manufactures comprise articles of beauty blended with usefulness; in order to do this they had to establish evening classes for mechanics and artisans similar to those which you recommend for our Province, and the result at the present time is that the British nation is not inferior in decorative manufactures to those European countries which had hitherto surpassed them in artistic design.

With reference to the United States, I showed that their gain in this direction has been our loss, as by statistics I proved that many Canadian people have within the past few years emigrated to the manufacturing countries of the United States. I also referred to the immensity of the imports into this Dominion of goods requiring skilled labor, in proportion to the small amount of manufactured goods exported, also, referring to our great natural resources showing that we have been content to pay for the transportation of our raw material to other countries, and afterwards a second transportation in addition to the manufacturers' and merchants' profits and finally a customs tax for goods which could have been manufactured from our own material in this country.

I then invited discussion and am pleased to state that the directors and other gentlemen whom I met throughout the Province were unanimous in their belief, that the scheme you propose for imparting practical knowledge of a technical character to those engaged in manufacturing industries will eventually prove of great value to the individuals who receive this instruction, and also add to the wealth of our country by increasing our exports and decreasing our imports. In almost every place I visited, the directors promised to establish evening classes, so that I am now in a position to state that during the present winter a larger number of evening classes will be conducted than ever were carried on before in any one winter since Mechanics' Institutes were first established. I have already received notification that 68 evening classes on different subjects will be in operation this winter. It can thus be seen that the directors are ably assisting in this noble work, but they are to a certain extent handicapped by the indifference of large manufacturers who do not show any interest in the education of their employes. I believe the chief reason is because this matter has never been brought prominently before them, and I must again, as I did in my report of last year, strongly recommend that an appeal be made to the manufacturers of this Province asking them to urge upon their employes the importance of attending the evening classes. In the United States the manufacturers take great interest in mechanics' institutes work and ably assist the directors by their support.

The following circular was issued from the Rochester Mechanics' Institute, on 24th of September, 1889.

MECHANICS' INSTITUTE.

Appeal in its behalf from Employers to their Employes.—Advantage of Attendance at the Institute.

A large number of the employers of workmen in Rochester, having become thoroughly convinced of the value of the Mechanics' Institute classes, have signed the following appeal to their employes:

To our Employes:

We, the undersigned manufacturers and employers, consider it for your interest, as well as ours, and that of the community, to call your attention to this year's opening of the school of the Mechanics' Institute, for instruction in drawing, designing and modeling. The great practical value of those branches of education, especially as assistants to industrial pursuits, has long been acknowledged in our own and foreign countries. In the several annual exhibitions of the work of the institute, especially in that of last year, could be seen the combined products of developed thought and mechanical skill acquired by earnest, practical work, and intelligent, thorough teaching. Those of you who have earnestly pursued the studies in the institute, whose thinking faculties have been exer-

cised, whose perception has been quickened and sharpened, whose eyes and hands have been trained, who are accustomed to great accuracy and minute details, who have studied form, proportion, laying out work and construction, must certainly gain great advantages and products of work of superior taste, workmanship and more practical construction, will often be the gratifying results. We are informed that some advantageous positions and promotions in business have been secured by pupils of the institute, for reasons directly traceable to the benefits of instruction there received.

While the instruction in the school may be more important for some branch of industry than another, yet they are useful to all. Every manufactory or branch of trade should be well represented among the pupils of the institute. Although the attendance of the school during the four years of its existence has been good, yet, for Rochester, with so many varied and large industries, it should be greater. Do not consider yourself too old to attend. We are never too old to learn. to gain practical knowledge, and to improve our conditions. The ages of pupils of the institute range from 15 to over 50 years. The Mechanics' Institute was organized, and has been principally supported by the manufacturers and employers. The instruction was made free, that many might be benefited by the same, and you will find it natural that we should desire that those of our employes who can attend, should make an earnest effort to take advantage of the free and practical instruction offered. We earnestly appeal to you to do so, and sincerely believe that the result of the acceptance of our advice will be mutually beneficial to employes, to employers, and to the industrial interest of our city.

The circular is signed by 217 of the leading manufacturing firms in Rochester. In addition to this a large number of prominent manufacturers have made the following agreement for the benefit of their apprentices and the support of the Mechanics' Institute evening classes.

Agreement as to the employment of Apprentices.

We, the undersigned manufacturers and employers, considering a knowledge in the branches of instruction given in the Mechanics' Institute, especially drawing and designing, of great practical value in our business, will in future in the contract with what apprentices we may take, make the condition that such apprentices shall attend at least a two years' course in the Mechanics' Institute school. And we earnestly urge those who are already apprenticed with us, to do the same.

MECHANICS' INSTITUTES REGULATIONS.

The following circular on regulations was sent to every Mechanics' Institute in August, 1889 :—

I.—*Conditions on which the Government Grant is paid.*

All grants are made subject to the regulations of the Education Department, and each Mechanic's Institute is paid according to the work done or money expended during the financial year immediately preceding the grant, therefore books, newspapers, periodicals, etc., must be purchased so as to be in use not later than the first day of April, and all invoices must be paid before the thirtieth day of April in each year, otherwise the grant for library and reading room will not be allowed until the following year.

II.—*Amount of Government Grant.*

(1) MEMBERSHIP.—Institutes with fifty members subscribing $25 will receive $25 annually, and Institutes with one hundred members subscribing $50 will receive $50 annually. Institutes with less than fifty members are not entitled to any government grant.

(2) Library.—Institutes with not less than fifty members will receive the sum of $1 for every dollar expended on books in accordance with above conditions, but so as not to exceed the sum of $150, for library purposes, provided that not more than 20 per cent. thereof be expended for works of fiction.

(3) Reading Room.—In order to obtain the grant every reading room mast be conveniently situated, properly warmed and lighted, furnished with suitable racks and paper files, and with chairs for at least ten persons. It must be opened regularly to the members at least three hours every alternate week day, and supplied with at least two daily papers, five weeklies and three standard monthly magazines. The grant for reading rooms is paid on the same conditions as for libraries, but so as not to exceed the sum of $50.

(4) Evening Classes.—Evening classes are intended to provide technical instruction for adults who were denied early educational advantages, and also for those who desire to pursue an advanced course of study in subjects not within the public school programme. The legislative grant for evening classes is as follows: Every Institute with not less than fifty members having twenty-five pupils or under, who are not attending school (non-resident pupils not attending a model or high school are allowed for in the drawing course) is entitled to the sum of $3 for every pupil over fifteen years of age who attends at least 20 lessons in either of the prescribed courses, and $1 for every additional pupil, but so as not to exceed $100 in all for evening classes. The programme of studies for evening classes consists of six courses. (*See annexed list of subjects.*)

As drawing is considered to be the basis of industrial education, Mechanics' Institutes having drawing classes are placed on the same footing as Provincial art schools The pupils attending Mechanics' Institutes may compete at the annual examination in drawing, held at the end of April, and the sum of $1 will be paid to the Institute for every pupil taking one certificate, or $2 for two or more certificates. They may also compete for the gold, silver, and bronze medals.

The advantages to pupils who possess the official certificates in drawing cannot be over estimated. Employers of labor consider them as an evidence of industry, sobriety and general intelligence, and the holders are thus enabled to obtain more permanent and lucrative employment.

III.—*Annual Meeting, etc.*

The annual meeting should be held on the first Monday in May of each year, and the annual report and invoices of booksellers, etc., sent to this department not later than the tenth day of May. The works of fiction must be entered on *separate invoices*, and all invoices must give the title of the books purchased.

The books in the library must be properly numbered and placed in order on suitable shelves.

A satisfactory record according to the regulations of the Educational Department must be kept of all books given out and returned; library stock catalogues and roll and record books (price $1.50 each) can be obtained from the printers to the Ontario Government, Messrs. Warwick & Sons, Front street west, Toronto.

Mechanics' Institutes Report.

The following extracts are taken from the annual report for the year ending 1st May, 1889. (For details see tables A, B, C, D, E.)

1.—*Institutes reporting* 1888–9.

Number of Institutes reporting for the year	179

2.—*Institutes not reporting* 1888–9.

Blyth, Clarksburg, Forest, Hanover, Kemptville, Listowel, Manitowaning, Petrolea, Port Perry, Schomberg, Thorndale, Walkerton 12

New Institutes reporting 1888–9.

Alliston, Alvinston, Cannington, Duart, Dufferin, Huntsville, Jarvis, Leamington, Lion's Head, Lucknow, Metcalfe, Orono, Oxford Mills, Stayner, Tavistock, Thamesford, Victoria, West Winchester .....

4.—*New Institutes incorporated since 1st May*, 1889.

Aberarder, Baden, Burk's Falls, Cardinal, St. Helens .....

5.—*Classification of Institutes reporting in* 1888–9.

Institutes with libraries, reading rooms and evening classes	33
" " " and reading rooms	74
" " " and evening classes	8
" " " only	60
" " reading rooms and evening classes	1
" " " " only	3
	179

6.—*Receipts during the year* 1889, *with balances from previous year.*

	$	c.		$	c.
Balance from previous year ..	4,458	89	Lectures and entertainments..	2,940	17
Members fees	17,312	31	Other sources	10,554	05
Legislative grants.....	27,185	51			
Municipal grants.....	6,072	97	Total.....	$69,298	15
Fees from evening classes	774	25			

7.—*Expenditure during the year* 1888–9, *with balance on hand at close of year.*

	$	c.		$	c.
Rent, light and heating.....	10,365	07	Evening classes..	2,355	67
Salaries	9,627	19	Lectures and entertainments..	1,501	57
Books (not fiction)	16,427	67	Miscellaneous	10,707	69
" (fiction)	4,618	07	Balance on hand.....	5,569	98
Bookbinding	1,089	48			
Magazines and newspapers....	7,035	76	Total.....	$69,298	15

8.—*Assets and Liabilities*, 1888–9.

179 Institutes have assets, value	$291,520 98
" " " liabilities, value	27,510 54

9.— *Number of members in* 1888–9.

179 Institutes have 19,936 members.

10.—*Number of volumes purchased* 1888–9.

Biography	1,712	Science and art	1,754
Fiction	8,094	Voyages and travels	2,324
History	2,294	Works of reference	605
Miscellaneous	3,478	Details not given (St. Marys)	231
General Literatnre	2,170		
Poetry and the drama	774	Total	24,563
Religious literature	1,127		

11. *Donations of Books*, 1888–9.

Institutes.	$ c.	Institutes.	$ c.
Arnprior	8 00	L'Orignal	15 00
Beeton	10 00	Lucknow	216 00
Belleville	80 00	Newburgh	10 00
Bowmanville	8 00	Oshawa	26 00
Brampton	20 00	Parkhill	5 00
Brockville	16 00	Peterborough	32 00
Clinton	3 50	Seaforth	20 00
Deseronto	3 00	Shelburne	2 50
Dufferin	13 00	Thamesford	125 00
Elmira	2 00	Williamstown	28 00
Fergus	10 00	Wingham	6 00
Glenmorris	1 00		
Highgate	40 00		$700 00

12. *Number of Volumes in Library and Number of Volumes issued.*

	No. of Volumes in Library.		No. of Volumes issued.
Biography	22,307		12,840
Fiction	70,142		203,400
History	26,979		18,416
Miscellaneous	37,245		40,083
General Literature	18,606		33,166
Poetry and the Drama	8,726		6,001
Religious Literature	9,715		7,988
Science and Art	28,129		13,808
Voyages and Travels	22,703		36,350
Works of Reference	8,280		1,775
Details not given		Dunnville	1,260
" " "		Merritton	475
" " "		Port Colborne	632
Total number	252,832	Total number	376,194

The total amount expended for books, including bookbinding, in 1888-9, was $22,135.22.

13. *Reading Rooms in 1888-9.*

171 reported having reading rooms.

Number of Newspapers	1,311
Number of Periodicals	1,234

The total amount expended for newspapers and periodicals in 1888-9 was $7,035.76.

14. *Evening Classes in 1888-9.*

35 institutes conducted elementary classes in the following subjects:—1. *English Course*—English and Canadian history, composition and grammar. 2. *Commercial Course*—Book-keeping, arithmetic, writing, shorthand.

12 institutes conducted classes in drawing in the following subjects:—Primary course—Freehand drawing, practical geometry, linear perspective, model drawing, blackboard drawing. 2. Mechanical course—Descriptive geometry, machine drawing, building construction industrial design, advanced perspective. 3. Advanced course—Shading flat, outline from "round," shading from "round," flower drawing, ornamental design.

The total amount expended for evening classes was $2,355.67.

For details see tables.

TABLE A.—Receipts, Expenditure, Assets and Liabilities of

INSTITUTES.	Receipts during the year.								Rent, Light and Heating.	Salaries.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Ailsa Craig	137 03	69 33	168 00	.....	30 00		18 40	422 76	16 96	110 00
2 Alliston	.. ..	58 00	.....	25 00	.....	.....	50 00	133 00	.....	.....
3 Almonte	3 65	97 00	182 50	.....	.....	158 50	127 89	569 54	130 09	69 51
4 Alton	3 90	56 90	127 75	.....	.....	66 75	.....	255 30	4 33	8 25
5 Alvinston	.....	105 00	.....	25 00	.....	. ....	154 00	284 00	27 10	.....
6 Arkona	13 44	71 75	145 55	.....	.....	....	.....	230 74	44 50	19 00
7 Arnprior	.....	54 50	250 00	.....	14 50	.....	65 10	384 10	87 59	40 00
8 Arthur	46 74	62 50	316 25	.....	16 00	.....	.....	441 49	69 55	23 00
9 Athens	14 78	54 00	154 30	25 00	. ....	.....	90 00	338 08	.....	.....
10 Aurora	0 60	238 00	143 85	....	.....	39 73	1043 75	1465 93	50 62	60 00
11 Aylmer	8 20	77 25	306 00	50 00	10 00	14 85	... .. .	466 30	87 80	40 00
12 Ayr	84 91	120 00	250 00	.. ....	.....	.....	15 82	470 73	56 71	.....
13 Barrie	17 10	255 25	286 00	100 00	24 00	10 80	67 55	760 70	171 10	148 33
14 Beamsville	4 07	50 75	233 75	.....	.....	. .	4 78	293 35	48 78	50 00
15 Beeton	.....	50 30	79 00	.. ....	.....	20 20	0 40	149 90	2 34	6 00
16 Belfountain	16 84	40 84	76 00	.....	.....	.....	.....	133 68	.....	4 00
17 Belleville	13 50	446 89	333 00	200 00	104 00	34 75	475 03	1607 17	635 63	263 50
18 Belmont	69 76	44 50	38 00	.....	.....	.....	....	152 26	15 80	30 00
19 Blenheim	.....	74 50	175 00	.....	22 00	.....	1 70	273 20	... .	63 00
20 Bobcaygeon	2 37	54 50	143 00	75 00	.....		7 51	282 38	42 60	55 00
21 Bolton	14 72	64 50	185 86	....	.....	3 90	49 60	318 58	52 00	.....
22 Bowmanville	1 12	200 13	174 00	150 00	.....	52 90	196 78	774 93	82 51	100 00
23 Bracebridge	71 40	57 30	175 00	.....	...	.....	.....	303 70	67 00	63 88
24 Bradford	49 00	51 00	100 00	.....	.....	.....	.....	200 00	.....	42 26
25 Brampton	11 37	174 75	308 00	100 00	.....	10 30	20 10	624 52	168 82	136 00
26 Brighton	70 76	76 50	153 60	.....	.....	.....	58 50	359 36	67 19	65 00
27 Brockville	.....	622 00	316 00	100 00	.....	36 95	408 62	1483 57	100 00	302 57
28 Brussels	114 77	29 35	50 00	39 00	.....	.....	.....	233 12	37 78	20 00
29 Caledon	.....	25 00	100 84	.....	....	...	.....	125 84	25 00	20 00
30 Caledonia	22 18	37 00	150 00	.....	.... .	.....	.....	209 18	10 00	.....
31 Campbellford	0 40	81 97	154 60	35 00	.....	.....	12 00	283 97	125 00	52 50
32 Cannington	.....	157 00	....	.....	.....	18 45	167 45	342 90	7 00	.....
33 Carleton Place	25 79	154 25	213 00	75 00	.....	.....	224 02	692 06	139 62	139 65
34 Chapleau	128 64	305 50	46 00	.....	.....	52 60	191 83	724 57	125 91	144 70
35 Chatham	....	326 65	304 50	100 00	.....	.....	60 36	790 91	219 76	230 85
36 Chatsworth	.....	67 50	.....	.....	.....	.....	125 00	192 50	.....	.. ..
37 Cheltenham	14 00	49 75	75 00	..... .	.....	.....	.....	138 75	13 50	3 00
38 Claude	54 93	22 25	118 44	.....	.....	.....	.....	195 62	.....	.....
39 Clifford	3 56	29 50	176 00	.....	.....	7 00	8 80	224 86	.....	79 00
40 Clinton	17 79	131 50	250 00	75 00	.....	62 86	124 55	661 70	47 87	187 50
41 Cobourg	2 67	57 00	140 33	.....	5 00	.....	6 50	211 50	48 00	.....
42 Colborne	46 74	56 00	127 50	.....	.....	.....	2 10	232 34	32 85	27 00
43 Collingwood	.....	171 00	372 00	100 00	18 00	.....	29 71	672 71	103 03	162 50
44 Deseronto	53 94	98 00	100 00	25 00	.....	.....	1 48	278 42	139 09	32 00
45 Drayton	14 52	28 50	202 56	.....	.....	.....	....	245 58	60 00	10 00
46 Dresden	.....	54 50	146 50	.....	.....	.....	13 74	214 74	65 63	35 20
47 Duart	... .	48 00	.....	.....	.....	.....	5 00	53 00	.....	.....
48 Dufferin	.....	73 00	....	.....	.....	17 25	16 75	107 00	.... ..	.....
49 Dundas	6 18	344 57	216 88	100 00	.....	140 37	37 72	845 72	235 75	137 50
50 Dunnville	10 20	34 00	50 00	25 00	.....	.. ..	.....	119 20	22 00	25 00
51 Durham	89 93	58 20	102 00	.....	.....	.....	49 48	299 61	17 00	40 00

Mechanics' Institutes for the year ending 30th April, 1889.

	Expenditure during the year.									Assets and Liabilities.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	98 71	10 50	.....	45 65	78 70	.....	20 75	41 49	422 76	1721 49	.....
2	90 00	... ..	....	.... ..	.....	.....	9 95	33 05	133 00	210 93	94 68
3	91 44	21 05	.....	80 15	.....	94 70	56 50	26 10	569 54	1039 10	....
4	147 93	67 58	.....	.....	.....	8 03	15 46	3 72	255 30	1656 09	.....
5	125 97	36 48	.....	38 38	... ...	. .. ..	47 81	8 26	284 00	284 00	120 00
6	75 84	27 16	.....	38 40	.....	.....	14 32	11 52	230 74	821 52	25 00
7	80 60	22 40	.. ....	86 20	14 50	.....	52 81	.....	384 10	894 76	38 10
8	125 50	27 13	.....	55 21	49 10	.....	26 85	65 15	441 49	1124 75	40 00
9	128 50	15 30	.....	.....	.....	... ...	151 73	42 55	338 08	489 68	90 00
10	90 79	32 20	5 25	.... .	.....	106 28	1119 75	1 04	1465 93	3601 04	950 00
11	43 30	10 20	.....	67 90	86 00	13 50	38 41	79 19	466 30	3179 11	75 00
12	149 40	31 32	.....	59 70	.....	....	86 06	87 54	470 73	1587 54	.....
13	122 42	31 50	8 50	92 41	58 00	30 00	56 30	42 14	760 70	3573 14	62 50
14	121 95	29 42	0 65	38 00	.....	.....	3 78	0 77	293 35	342 77	....
15	97 16	12 42	.....	.....	... ...	.....	25 82	6 16	149 90	373 69	... ..
16	84 51	16 65	.....	.... ..	.....	.....	24 93	3 59	133 68	169 19	.....
17	122 00	31 46	24 95	94 02	158 00	7 45	174 95	95 21	1607 17	4415 21	235 00
18	64 66	18 49	.....	.....	....	.....	4 18	19 13	152 26	262 46	67 00
19	139 88	29 97	.....	.....	.....	.....	27 50	12 85	273 20	346 45	4 30
20	121 26	31 01	.....	18 35	.....	.....	4 25	9 91	282 38	284 53	... ..
21	78 12	21 44	.....	53 50	.....	.....	104 24	9 28	318 58	524 28	48 10
22	68 00	21 77	14 60	59 05	.....	45 20	345 50	38 30	774 93	1927 07	....
23	.....	.....	.....	28 70	.....	.....	52 76	91 36	303 70	1451 36	5 00
24	54 40	8 96	4 50	.....	.....	.....	7 85	82 03	200 00	1021 03	.....
25	120 99	48 14	.....	55 10	58 00	.....	35 55	1 92	624 52	1160 92	....
26	39 95	11 00	.....	52 25	.....	.....	19 02	104 95	359 36	1154 95	.....
27	176 05	173 25	198 20	137 90	45 00	....	350 60	.....	1483 57	1838 00	263 50
28	69 81	13 38	.....	.....	.....	.....	14 81	77 34	233 12	1487 34	10 00
29	.....	.....	.... ..	.....	.....	....	3 57	77 27	125 84	818 11	.....
30	125 00	30 00	.....	.....	.....	.....	2 00	42 18	209 18	752 18	.....
31	39 33	8 75	....	50 00	.....	.....	8 34	0 05	283 97	910 60	35 50
32	163 50	42 80	.....	66 90	.....	13 00	7 69	42 01	342 90	588 31	347 00
33	124 51	30 79	.....	60 75	.....	.....	193 61	3 13	692 06	771 13	208 62
34	144 20	52 21	....	46 50	.....	44 10	139 44	27 51	724 57	438 38	.....
35	5 00	5 00	10 00	130 00	.....	.....	190 30	.....	790 91	3175 00	47 46
36	123 89	28 01	.....	.. ..	... ...	.....	10 62	29 98	192 50	189 52	136 15
37	102 37	12 00	0 50	.....	.....	.....	3 50	3 88	138 75	882 11	.....
38	42 24	4 78	.....	.....	.....	.....	1 85	146 75	195 62	1411 75	.....
39	111 04	20 56	.....	.....	.....	.....	9 79	4 47	224 86	392 99	....
40	83 31	23 70	67 15	79 40	.....	.....	172 77	.....	661 70	2891 89	129 30
41	59 03	14 00	.....	....	63 00	....	18 80	8 67	211 50	868 67	40 00
42	47 10	21 28	10 15	23 75	.....	.....	10 80	59 41	232 34	764 66	.....
43	99 43	61 57	.....	72 31	40 00	....	75 98	57 89	672 71	2676 00	304 91
44	34 79	5 50	.....	48 40	.....	.....	9 46	9 18	278 42	534 18	....
45	69 36	.....	....	29 75	.....	.....	59 38	17 09	245 58	1178 09	.....
46	.....	.....	7 45	17 50	21 00	.....	50 00	17 96	214 74	265 00	50 00
47	25 95	14 11	.....	.....	.....	.....	6 90	6 04	53 00	46 10	5 00
48	74 00	14 00	.....	.....	.....	.....	14 16	4 84	107 00	121 59	15 00
49	136 54	18 33	.....	62 02	15 10	36 64	190 10	9 74	845 72	9341 74	142 50
50	48 20	9 80	.....	..... .	.....	.....	8 00	6 20	119 20	1271 20	.. ..
51	129 57	50 00	.....	.....	....	2 00	32 70	28 34	299 61	3400 34	.....

TABLE A.—Receipts, Expenditure, Assets

INSTITUTES.	RECEIPTS DURING THE YEAR.								
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.	Rent, Light and Heating.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
52 Elmira	3 37	81 50	134 60		48 00			267 47	30 50
53 Elora	21 00	123 36	228 32				5 40	378 08	25 25
54 Embro	0 95	107 50	225 00	25 00			21 00	379 45	38 70
55 Ennotville	30 14	25 00	135 00			9 50	8 00	207 64	3 25
56 Essex Centre	64 78	31 40	117 40	100 00				313 58	60 00
57 Exeter	12 68	67 54	175 00	25 00				280 22	2 25
58 Fenelon Falls	6 57	84 75	131 25	85 00		61 15	24 45	393 17	189 56
59 Fergus	31 72	90 50	286 00	100 00	8 50	43 70	20 95	581 37	71 03
60 Forks of the Credit	17 00	33 50	65 00					115 50	1 85
61 Galt	34 81	274 00	277 00	150 00		380 25	34 65	1150 71	176 75
62 Garden Island		75 00	250 00	135 47			241 72	702 19	156 75
63 Georgetown	16 14	57 68	165 20				2 65	241 67	44 00
64 Glencoe	5 79	80 75	141 80			27 40	355 11	610 85	79 40
65 Glenmorris	0 27	27 50	150 00			15 28	53 73	246 78	59 53
66 Goderich	52 06	143 00	280 00	100 00	38 00		43 20	656 26	127 26
67 Grand Valley	0 65	63 05	100 00		25 00	16 30	43 02	248 02	
68 Gravenhurst		42 00	84 80			69 10	1 21	197 11	5 00
69 Grimsby	67 29	92 00	233 75			32 10		425 14	22 62
70 Harriston	3 31	89 15	99 77	25 00	16 50	12 65	62 25	308 63	86 25
71 Hastings	64 89	15 75	65 00					145 64	
72 Hespeler	48 59	105 47	109 45	100 00	22 20	10 05	40 30	436 06	171 87
73 Highgate		124 00	79 00				74 70	277 70	
74 Holyrood		66 00	131 00		23 00			220 00	18 50
75 Huntsville		63 00			9 50	20 30		92 80	
76 Ingersoll	134 35	40 70	43 28				5 00	223 33	56 30
77 Iroquois	75 12	21 65	56 00					152 77	20 00
78 Jarvis		100 00					10 00	110 00	
79 Kincardine	9 53	104 00	250 00	150 00			151 05	664 58	75 60
80 Kingston	133 28	529 50	347 00	35 00	112 00		253 23	1410 01	274 00
81 Lancaster	9 15	32 25	45 00				2 00	88 40	20 00
82 Leamington		100 00		50 00				150 00	
83 Lindsay	59 89	168 20	250 00	100 00			422 88	1000 97	192 24
84 Lion's Head		76 70				34 32	52 07	163 09	35 90
85 London	21 55	334 00	242 24				1576 74	2174 53	113 25
86 L'Orignal	29 51	31 00				78 76	34 45	173 72	14 24
87 Lucan	41 42	25 75	131 41					198 58	
88 Lucknow		96 00				16 00	157 25	269 25	45 38
89 Markdale		52 00	86 50					138 50	20 00
90 Markham	0 05	30 00	55 21					85 26	60 00
91 Meaford	21 68	65 63	229 69	20 00				337 00	65 00
92 Melbourne	1 00	9 75	115 50					126 25	
93 Merrickville	21 59	42 25	175 00					238 84	
94 Merritton	4 07	10 00	59 60					73 67	7 90
95 Metcalfe		57 00				10 15	6 45	73 60	24 00
96 Midland	3 51	84 90	234 12	30 00			153 37	505 90	80 27
97 Milton	80 48	112 75	331 35				81 81	606 39	
98 Mitchell	2 53	111 00	186 72	100 00		29 80	15 35	445 40	94 05

and Liabilities.—*Continued.*

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
52	34 00	65 12	20 52	5 00	34 56	53 00	... .	13 69	11 08	267 47	280 67	.....
53	90 00	143 63	19 90	... ..	53 00	.....	.....	34 57	11 73	378 08	7111 73	70 87
54	34 00	178 15	55 69	6 00	59 10	.....	.....	15 00	0 81	379 45	2020 43	21 00
55	35 00	104 00	21 00	.....	.....	... ..	.. ...	13 36	31 03	207 64	1966 03	.....
56	60 00	84 83	22 02	.....	60 40	....	.....	22 30	4 03	313 58	564 85	22 83
57	55 00	54 23	48 35	14 30	40 25	.....	.....	27 78	38 06	280 22	2046 78	.....
58	15 00	40 12	15 00	.....	59 68	.. .	.....	27 00	46 81	393 17	1022 93	.....
59	127 64	130 71	21 77	31 00	88 40	38 00	.....	70 06	2 76	581 37	3982 76	.....
60	.....	38 25	12 15	.....	.....	....	.....	56 20	7 05	115 50	134 30	.....
61	210 00	133 55	24 59	2 80	128 55	29 50	337 33	82 12	25 52	1150 71	.....	.....
62	60 00	292 65	51 39	.....	102 61	.....	.....	38 79	.....	702 19	2450 00	.....
63	40 00	64 61	14 30	.....	29 75	.....	.....	37 00	12 01	241 67	1031 42	.....
64	56 50	93 42	7 66	.....	105 18	.....	16 25	246 25	6 19	610 85	1081 19	62 50
65	6 00	81 07	18 93	.....	32 00	.....	0 75	40 43	8 07	246 78	257 22	30 25
66	157 50	151 97	16 12	.....	115 28	.....	..	88 13	.....	656 26	2350 00	25 90
67	56 00	85 33	18 00	.....	36 75	35 53	2 00	13 97	0 44	248 02	300 44	59 27
68	.....	100 04	18 00	.....	.....	.....	57 65	16 42	.....	197 11	115 74	1 21
69	70 00	135 53	30 72	... ..	61 65	.....	24 98	15 25	64 39	425 14	3944 39	.....
70	.....	27 70	5 20	.....	49 70	....	.....	123 90	15 88	308 63	1193 50	60 00
71	10 00	80 00	18 34	.....	.....	.....	.....	0 40	36 00	145 64	317 79	.....
72	75 00	4 00	.....	.....	72 94	54 00	10 55	28 46	19 24	436 06	1294 24	.....
73	.....	111 36	33 96	.....	.....	.....	...	26 95	105 43	277 70	303 70	.....
74	.... ..	117 42	50 32	.....	.....	.....	16 96	16 30	0 50	220 00	260 75	57 00
75	.....	27 69	18 24	.....	.....	12 70	4 50	17 43	12 24	92 80	137 60	23 00
76	25 00	17 00	.....	.....	49 64	.....	.....	11 85	63 54	223 33	2241 30	62 81
77	40 00	22 00	28 85	.....	.....	.....	.....	6 00	35 92	152 77	303 92	.....
78	.....	80 00	19 50	.....	.....	.....	.....	6 50	4 00	110 00	103 50	.....
79	174 45	109 15	30 20	21 70	156 91	....	.....	84 43	12 14	664 58	2240 14	269 00
80	445 75	157 30	27 08	11 65	217 52	162 00	.....	113 58	1 13	1410 01	3496 13	51 30
81	....	.....	.....	.....	12 50	.....	5 00	3 57	47 33	88 40	626 33	..... .
82	.....	86 00	14 00	.....	50 00	.....	.....	.... ..	.....	150 00	100 00	. ....
83	59 09	118 09	28 48	52 14	103 85	....	.....	434 35	12 73	1000 97	2202 73	300 00
84	.....	76 02	16 05	.. ...	.....	.....	.....	22 22	12 90	163 09	111 02	52 07
85	376 95	115 99	8 10	51 50	75 70	.....	.....	1433 04	.....	2174 53	28500 00	18000 00
86	16 00	.....	.....	.....	24 79	.....	7 50	109 01	2 18	173 72	450 00	62 15
87	30 00	94 48	33 75	... .	.....	....	.....	7 10	33 25	198 58	995 11	.....
88	26 00	65 05	13 30	.....	72 00	.....	.....	44 24	3 28	269 25	443 49	180 02
89	.....	82 47	23 25	.....	.....	.....	.....	8 78	4 00	138 50	221 40	4 60
90	.....	1 25	.....	.....	.....	.....	.....	15 90	8 11	85 26	1159 11	5 45
91	.....	101 56	44 28	.....	14 18	36 00	... ..	14 75	61 23	337 00	1801 23	.....
92	.....	34 00	2 83	.....	.....	.....	.....	10 58	78 84	126 25	218 67	.....
93	.. ....	168 00	60 84	.....	.....	.....	.....	8 55	1 45	238 84	1001 45	.....
94	10 00	43 19	.....	.....	.....	....	.	2 35	10 23	73 67	394 43	.....
95	.....	.....	.....	.....	44 00	.....	.....	.....	5 60	73 60	49 00	.....
96	124 00	78 45	20 04	.....	56 12	75 00	.....	19 45	52 57	505 90	788 13	150 35
97	43 50	192 29	11 14	53 25	42 55	79 65	.....	53 40	130 61	606 39	5206 26	.....
98	106 00	69 19	31 50	.....	79 60	.....	.....	65 06	.....	445 40	3196 00	23 17

TABLE A.—Receipts, Expenditure, Assets

INSTITUTES.	Receipts during the year.								
	Balance on hand.	Members' Fees	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.	Rent, Light and Heating.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
99 Mono Road	3 25	32 61	135 00	15 00				185 86	
100 Morrisburg		247 25		60 00				307 25	12 40
101 Mount Forest	36 96	69 75	265 00		16 80	27 00	1 50	417 01	41 00
102 Napanee	157 13	189 00	324 00				17 04	687 17	111 68
103 Newburgh	1 85	57 30	138 00			141 08	17 39	355 62	37 50
104 New Hamburg	21 19	25 50	75 00				17 72	139 41	27 50
105 Newmarket	41 19	45 00	85 00			90 70		261 89	41 00
106 Niagara		72 62	95 74	75 00				243 36	13 50
107 Niagara Falls	129 28	50 25	232 50	300 00				712 03	100 00
108 Niagara Falls South	40 96	21 00	58 00				2 90	122 86	4 50
109 Norwich	60 56	90 00	200 00	25 00		7 45	30 08	413 09	25 00
110 Norwood	7 41	59 00	184 00				1 00	251 41	88 00
111 Oakville	16 32	28 73	211 00				1 10	257 15	2 05
112 Orangeville	7 83	110 00	200 00				54 50	372 33	60 00
113 Orillia	1 61	161 80	237 60	100 00	5 50		381 40	887 91	154 16
114 Orono		25 50						25 50	
115 Oshawa	166 75	177 25	240 00			72 50	63 49	719 99	163 31
116 Owen Sound	42 57	184 00	455 00		25 25		42 37	749 19	5 00
117 Oxford Mills		51 25						51 25	
118 Paisley	45 33	31 75	159 50			15 55	5 37	257 50	
119 Palmerston	5 48	7 75	25 00					38 23	23 75
120 Paris	34 52	295 75	350 00	100 00			118 82	899 09	79 10
121 Parkdale	166 48	94 00	250 00	400 00				910 48	196 48
122 Parkhill	13 42	29 00	41 00					83 42	25 20
123 Parry Sound		112 32	82 00			26 00	5 00	225 32	21 83
124 Penetanguishene	5 35	91 75	340 00	50 00			186 52	673 62	57 05
125 Perth	59 46	165 50	366 00	100 00	23 00		6 05	720 01	152 64
126 Peterborough	44 01	360 70	290 00	100 00	10 50		65 10	870 31	138 20
127 Point Edward	12 49	94 25	206 37	40 00		105 33	24 76	483 20	76 91
128 Port Arthur									
129 Port Carling	0 17	50 00	106 30					156 47	
130 Port Colborne	66 00							66 00	
131 Port Elgin	0 12	38 00	123 00				15 25	176 37	
132 Port Hope		218 00	250 00				196 88	664 88	122 75
133 Prescott	37 36	105 50	200 00				27 89	370 75	
134 Preston	32 88	100 00	250 00	200 00		38 85	7 00	628 73	60 00
135 Renfrew	50 01	72 00	113 00	25 00			12 00	272 01	50 00
136 Richmond Hill	12 93	53 35	112 47			14 45	5 50	198 70	13 75
137 Ridgetown	14 01	128 00	237 00	75 00		25 50	18 68	498 19	90 84
138 Ripley	1 95	27 60	124 00					153 55	0 50
139 Russell	0 76	41 50	76 70			21 55	5 00	145 51	14 61
140 Scarboro	33 04	57 10	175 00				1 65	266 79	1 00
141 Seaforth	154 86	313 75	343 00	100 00		48 10	49 07	1008 78	139 29
142 Shelburne	14 58	76 05	70 00					160 63	45 00
143 Smith's Falls	33 26	196 30	157 33	100 00	48 00	83 15	3 81	621 85	140 54
144 Southampton		59 50	200 00	20 00		12 54		292 04	
145 Stayner		133 00						133 00	
146 Stouffville	16 25	96 80	250 00				30 08	393 13	55 00
147 Stratford	28 50	87 75	200 00	150 00				466 25	52 72
148 Strathroy	30 52	202 75	250 00	100 00		128 00	67 00	778 27	77 54

and Liabilities, etc.—*Continued.*

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction).	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
99	.....	103 86	11 50	.....	.....	65 00	.....	5 50	.....	185 86	404 24	.....
100	16 00	130 43	28 65	.....	74 50	.....	.....	35 26	10 01	307 25	260 76	101 10
101	20 00	142 22	49 18	.....	64 00	52 30	7 75	8 74	31 82	417 01	1401 82	.....
102	40 00	144 52	19 50	.....	53 00	63 00	.....	104 76	150 71	687 17	1450 71	50 00
103	25 50	112 00	.....	.....	48 92	.....	32 25	94 67	4 78	355 62	314 90	118 64
104	.....	75 96	22 50	.....	.....	.....	.....	5 20	8 25	139 41	632 40	.....
105	50 00	.....	.....	.....	.....	.....	123 25	17 20	30 44	261 89	780 44	142 55
106	45 00	56 72	14 64	.....	54 98	.....	.....	25 23	33 29	243 36	2858 29	.....
107	102 34	238 36	56 20	.....	48 65	.....	.....	68 29	98 19	712 03	4336 31	.....
108	.....	75 35	19 65	.....	.....	.....	.....	12 11	11 25	122 86	407 86	.....
109	55 00	185 43	63 17	20 80	12 75	.....	.....	24 50	26 44	413 09	1981 04	.....
110	4 00	15 51	84 20	.....	37 23	.....	.....	14 78	7 69	251 41	977 69	.....
111	.....	128 39	30 00	.....	.....	38 00	.....	44 15	14 56	257 15	1474 56	.....
112	.....	123 89	46 95	.....	23 50	.....	.....	7 15	110 84	372 33	1685 84	.....
113	117 50	69 81	18 50	.....	52 66	30 00	.....	39 18	406 10	887 91	2626 10	40 00
114	.....	23 40	1 60	.....	.....	.....	.....	.....	0 50	25 50	25 50	.....
115	40 00	102 12	25 96	.....	130 10	.....	66 64	191 65	0 21	719 99	360 90	.....
116	92 00	236 60	64 84	.....	125 00	145 00	.....	64 50	16 25	749 19	3791 25	155 00
117	.....	.....	.....	.....	24 00	.....	.....	1 00	26 25	51 25	26 25	.....
118	25 00	106 14	15 86	.....	.....	.....	7 55	77 02	25 93	257 50	1618 03	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	14 48	38 23	159 48	7 50
120	170 00	297 64	62 67	69 40	76 61	56 17	.....	87 50	.....	899 09	9650 00	26 95
121	180 00	144 69	19 98	47 50	96 95	.....	.....	102 18	122 70	910 48	2107 70	.....
122	.....	20 50	5 00	.....	.....	.....	.....	.....	32 92	83 42	1057 92	25 00
123	33 77	.....	.....	.....	50 00	8 50	.....	52 22	59 00	225 32	186 50	229 00
124	91 10	131 23	37 00	.....	89 64	30 00	.....	219 06	18 54	673 62	991 61	358 30
125	113 25	121 36	72 63	15 00	58 48	139 00	.....	44 71	2 94	720 01	1902 94	77 00
126	156 00	272 42	34 87	22 35	99 55	50 00	.....	32 40	64 52	870 31	6696 74	150 00
127	60 00	50 85	91 90	.....	50 66	.....	54 50	79 33	19 05	483 20	2469 05	.....
128	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	822 75	45 00
129	30 00	20 70	21 64	.....	28 20	.....	.....	8 44	47 49	156 47	196 85	.....
130	.....	.....	.....	.....	.....	.....	.....	.....	66 00	66 00	926 00	.....
131	.....	71 66	24 46	.....	.....	20 00	.....	57 99	2 26	176 37	992 83	4 30
132	115 00	128 75	62 47	.....	146 08	.....	.....	89 83	.....	664 88	2309 26	105 68
133	58 50	203 45	100 00	.....	.....	.....	.....	.....	8 80	370 75	2887 26	20 00
134	75 00	207 70	.....	33 55	109 66	69 50	40 09	32 18	1 05	628 73	5575 37	.....
135	36 00	38 70	20 40	32 25	18 00	.....	.....	6 81	69 85	272 01	2664 51	.....
136	24 00	18 76	27 87	17 00	37 75	.....	13 60	45 97	.....	198 70	1400 00	19 60
137	86 95	118 71	25 65	18 80	69 30	.....	.....	32 60	55 34	498 19	3355 34	.....
138	.....	109 70	20 30	.....	.....	.....	.....	3 30	19 75	153 55	174 75	.....
139	20 50	.....	.....	.....	50 44	.....	10 45	46 07	3 44	145 51	94 13	7 50
140	1 00	186 68	29 20	10 00	.....	.....	.....	2 50	36 41	266 79	1761 41	.....
141	350 00	120 61	29 64	.....	77 80	.....	34 62	101 57	155 25	1008 78	4368 25	650 00
142	12 50	47 12	25 38	.....	25 19	.....	.....	0 85	4 59	160 63	494 02	232 93
143	124 80	61 68	24 03	63 15	80 60	48 00	17 60	61 45	.....	621 85	2050 00	3 01
144	.....	120 45	41 72	.....	.....	.....	1 75	48 77	79 35	292 04	594 52	.....
145	.....	47 92	24 25	.....	27 21	.....	.....	8 10	25 52	133 00	140 94	.....
146	60 00	121 88	29 90	2 00	52 27	.....	.....	28 08	44 00	393 13	2112 00	.....
147	67 95	158 95	59 85	29 12	52 62	.....	.....	29 05	15 99	466 25	2950 99	.....
148	117 45	298 94	39 17	.....	100 77	.....	115 62	15 43	13 35	778 27	3913 35	.....

TABLE A.—Receipts, Expenditure, Assets

INSTITUTES.	Receipts during the year.								Rent, Light and Heating.	Salaries.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
149 Streetsville	1 03	61 25	233 47	.....	.....	.....	.....	295 75	40 00	40 00
150 St. George	24 58	51 54	226 00	.....	9 00	36 15	106 80	454 07	101 25	75 00
151 St. Mary's	.....	137 00	321 00	150 00	24 00	.....	2 76	634 76	150 00	145 00
152 Tavistock	.....	81 75	.....	.....	.....	.....	195 50	277 25	15 00	.....
153 Teeswater	12 83	38 00	202 50	.....	.....	.....	.....	253 33	16 00	.....
154 Thamesford	.....	36 25	.....	.....	6 00	35 09	17 60	94 94	1 65	.....
155 Thamesville	26 55	157 00	166 80	150 00	60 00	8 25	71 11	639 71	143 00	85 00
156 Thorold	16 75	77 00	211 10	.....	.....	20 05	188 25	513 15	43 54	75 00
157 Tilsonburg	.....	64 85	172 00	24 00	.....	.....	34 94	295 79	39 00	68 00
158 Trenton	24 04	87 81	225 00	100 00	.....	.....	19 35	456 20	83 25	120 00
159 Uxbridge	36 41	216 25	189 60	.....	.....	189 38	157 31	788 95	391 09	.....
160 Vandorf	0 58	26 50	60 00	.....	.....	11 15	1 00	99 23	3 50	.....
161 Victoria	.....	30 00	.....	.....	.....	18 75	65 00	113 75	0 75	.....
162 Wallaceburg	.....	110 56	150 00	.....	.....	.....	.....	260 56	41 00	27 50
163 Wardsville	1 98	26 25	.....	.....	.....	.....	.....	28 23	.....	20 00
164 Waterdown	17 34	16 75	147 25	.....	.....	.....	.....	181 34	2 00	.....
165 Waterford	0 28	28 00	145 56	.....	.....	21 00	24 10	218 94	.....	.....
166 Watford	.....	44 25	.....	.....	.....	.....	.....	44 25	.....	44 25
167 Welland	11 93	54 70	237 00	100 00	.....	.....	57 79	461 42	123 47	65 25
168 Weston	.....	50 50	201 00	100 00	.....	.....	1 15	352 65	95 81	52 00
169 West Toronto Junction	25 36	57 30	114 00	300 00	.....	.....	11 55	508 21	73 50	15 00
170 West Winchester	.....	33 00	.....	.....	.....	60 78	118 53	212 31	.....	.....
171 Whitby	43 17	70 50	137 00	.....	.....	.....	.....	250 67	13 70	58 00
172 Wiarton	20 00	100 00	60 00	.....	.....	.....	29 00	209 00	.....	26 00
173 Williamstown	4 32	40 30	95 00	.....	.....	36 30	31 50	207 42	22 75	25 00
174 Windermere	.....	31 50	120 00	.....	.....	30 55	21 80	203 85	60 00	24 00
175 Wingham	44 73	60 50	250 00	150 00	.....	.....	.....	505 23	83 00	78 00
176 Woodbridge	75 06	27 25	74 70	9 50	.....	.....	40 00	226 51	7 70	60 00
177 Woodstock	22 30	364 70	224 00	100 00	.....	.....	.....	711 00	196 75	144 00
178 Wroxeter	7 24	71 66	115 50	.....	.....	.....	3 50	197 90	20 00	.....
179 Wyoming	1 59	56 10	204 00	.....	.....	.....	5 58	267 27	4 00	50 00
Total	4458 89	17312 31	27185 51	6072 97	774 25	2940 17	10554 05	69298 15	10365 07	9627 19

and Liabilities, etc.—*Concluded.*

	Expenditure during the year.									Assets and Liabilities.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
149	58 05	25 66	15 20	38 15	.....	.....	30 53	48 16	295 75	2148 16	.....
150	167 65	44 92	.....	19 50	8 25	12 60	24 90	.....	454 07	2727 62	44 30
151	122 40	30 60	.....	52 00	93 00	.....	34 93	6 83	634 76	3096 83	.....
152	122 08	31 84	.....	49 00	.....	.....	47 15	12 18	277 25	190 80	.....
153	134 13	20 80	.....	.....	.....	.....	3 75	78 65	253 33	1057 65	20 00
154	31 94	11 50	.....	.....	29 12	.....	19 90	0 83	94 94	206 44	37 00
155	125 09	79 77	.....	77 42	0 55	.....	128 04	0 84	639 71	511 36	40 00
156	104 10	34 83	.....	60 54	.....	.....	160 20	34 94	513 15	2943 52	.....
157	33 79	41 69	.....	53 05	.....	.....	60 26	.....	295 79	495 00	34 94
158	32 83	64 00	.....	71 24	.....	.....	23 39	61 49	456 20	1126 49	.....
										5350 00	750 00
159	116 19	40 55	.....	80 10	.....	48 77	112 25	.....	788 95		
										135 90	.....
160	71 02	4 11	.....	.....	.....	1 50	8 40	10 70	99 23		
161	87 65	20 35	.....	.....	.....	3 00	1 00	1 00	113 75	109 00	.....
										309 88	.....
162	118 88	.....	.....	.....	.....	.....	73 18	.....	260 56		
163	.....	.....	.....	.....	.....	.....	0 25	7 98	28 23	1336 30	.....
164	.....	.....	10 07	11 94	88 00	.....	.....	69 33	181 34	885 33	76 40
165	95 81	38 20	.....	.....	.....	12 55	67 94	4 44	218 94	360 90	40 56
166	.....	.....	.....	.....	.....	.....	.....	.....	44 25	405 00	52 50
167	122 04	29 28	5 75	42 60	.....	.....	33 00	40 03	461 42	2906 14	.....
168	102 00	25 42	17 25	46 00	.....	.....	5 33	8 84	352 65		
										848 84	23 00
169	156 31	.....	.....	66 79	.....	.....	57 97	138 64	508 21	506 85	109 00
170	168 74	40 84	.....	.....	.....	.....	.....	2 73	212 31	212 31	.....
171	95 91	28 15	.....	24 38	.....	.....	2 56	27 97	250 67	1302 97	.....
172	120 00	30 00	.....	33 00	.....	.....	.....	.....	209 00	530 00	209 00
173	17 36	38 68	27 80	43 00	.....	13 11	13 99	5 73	207 42	449 47	33 26
174	63 20	44 65	.....	12 00	.....	.....	.....	.....	203 85	560 00	35 00
175	126 27	26 47	11 25	80 15	.....	.....	3 00	97 09	505 23	882 09	.....
176	24 80	4 20	.....	25 00	9 50	.....	28 96	66 35	226 51	1179 35	262 75
177	45 66	50 15	20 00	61 52	51 00	.....	12 17	129 75	711 00	3629 75	.....
178	83 47	36 30	.....	.....	.....	.....	18 69	39 44	197 90	1722 33	.....
179	122 18	29 50	.....	20 00	.....	.....	.....	41 59	267 27	336 00	.....
	16427 67	4618 07	1089 48	7035 76	2355 67	1501 57	10707 69	5569 98	69298 15	291520 98	27510 54

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Ailsa Craig	72	198	265	149	489	78	53	150	206	138	26	1752
2 Alliston	67	20	42	21	16	....	18	.....	.....	51	9	177
3 Almonte	111	92	229	205	150	88	29	124	124	93	43	1177
4 Alton	52	68	425	132	317	....	36	.....	66	88	43	1175
5 Alvinston	116	26	49	44	73	17	7	13	20	30	.....	279
6 Arkona	123	32	260	48	180	25	31	75	92	67	33	843
7 Arnprior	61	58	273	88	229	429	103	27	87	45	41	1380
8 Arthur	106	106	574	113	352	48	40	107	125	159	24	1648
9 Athens	107	51	60	35	26	52	21	10	67	21	4	347
10 Aurora	245	57	289	91	58	183	31	105	117	108	12	1051
11 Aylmer	160	169	476	186	440	46	87	.....	234	129	118	1885
12 Ayr	70	374	515	375	632	50	91	150	263	284	117	2851
13 Barrie	271	383	1060	383	303	149	99	90	322	424	62	3275
14 Beamsville	103	21	113	42	26	....	26	20	35	64	1	348
15 Beeton	50	41	242	76	96	....	45	63	23	41	32	659
16 Belfountain	61	28	61	34	53	15	10	7	24	41	14	287
17 Belleville	301	94	990	244	302	380	48	112	158	205	327	2860
18 Belmont	55	29	128	42	62	....	6	9	13	23	.....	312
19 Blenheim	77	32	138	67	60	43	13	9	51	52	3	468
20 Bobcaygeon	104	28	115	36	67	54	10	11	37	38	.....	396
21 Bolton	129	69	309	99	78	....	41	46	63	83	41	829
22 Bowmanville	300	109	601	249	182	15	37	232	102	313	24	1864
23 Bracebridge	118	139	337	144	49	125	69	75	167	101	16	1222
24 Bradford	102	105	191	104	333	38	89	57	70	97	16	1100
25 Brampton	200	125	412	188	370	40	50	60	210	320	80	1855
26 Brighton	100	106	359	157	168	64	41	37	146	125	42	1245
27 Brockville	622	142	920	222	225	432	91	41	106	76	90	2345
28 Brussels	51	216	167	173	266	75	37	94	215	135	32	1410
29 Caledon	50	51	184	178	250	....	40	31	44	41	6	825
30 Caledonia	54	55	410	75	360	150	20	49	57	61	5	1242
31 Campbellford	106	184	671	319	342	23	42	77	388	83	44	2173
32 Cannington	122	29	63	36	3	25	....	11	6	35	29	237
33 Carleton Place	207	49	293	77	51	33	32	26	106	93	14	774
34 Chapleau	121	47	78	.....	2	....	30	.....	21	.....	11	189
35 Chatham	192	271	867	249	249	80	130	75	200	200	59	2380
36 Chatsworth	68	35	59	26	26	27	....	6	29	26	.....	234
37 Cheltenham	82	107	181	96	285	71	31	47	101	89	12	1020
38 Claude	46	97	208	114	329	55	28	32	115	82	18	1078
39 Clifford	59	66	130	94	78	22	52	44	60	23	13	582
40 Clinton	250	194	573	294	137	201	75	50	234	164	60	1982
41 Cobourg	118	87	36	171	74	91	25	88	195	48	.....	815
42 Colborne	50	85	836	125	300	38	86	.....	79	107	.....	1656
43 Collingwood	151	280	737	426	482	86	112	74	640	389	143	3369
44 Deseronto	98	91	76	50	53	....	40	.....	18	15	32	375
45 Drayton	59	75	327	69	237	119	41	24	107	64	19	1082
46 Dresden	60	13	101	49	28	37	8	16	13	13	....	278
47 Duart	50	5	35	8	.....	14	3	4	.....	3	1	73
48 Dufferin	69	8	38	18	23	8	6	13	5	5	1	125
49 Dundas	189	423	1110	577	509	367	125	77	1328	675	292	5483
50 Dunnville	34	165	353	145	297	55	41	64	81	171	30	1402

Mechanics' Institutes for the year ending 30th April, 1889.

	Number of Volumes Issued.											Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
1	85	712	63	442	156	29	53	30	214	.....	1784	6	11
2	20	42	21	16	.....	18	.....	.....	51	9	177	.....	.....
3	110	1098	230	361	36	25	78	66	427	....	2431	13	11
4	45	1167	64	399	... .	24	.....	41	139	8	1887	.....	.....
5	7	125	75	84	12	.....	29	11	107	.....	450	9	10
6	43	911	43	263	181	16	43	47	130	6	1683	11	11
7	12	480	38	160	267	62	2	21	34	10	1086	5	13
8	40	764	70	291	25	50	97	102	392	20	1851	11	13
9	68	358	57	3	59	27	9	30	125	5	741	.....	.....
10	99	2381	228	112	441	23	304	189	568	1	4346	.....	.....
11	30	1585	36	104	.....	108	.....	28	247	100	2238	12	1
12	212	2762	89	259	.....	32	52	65	275	9	3755	7	14
13	317	3718	472	275	478	125	137	297	1717	.....	7536	28	15
14	5	706	33	14	.....	27	44	25	243	.....	1097	3	9
15	21	404	40	58	.....	2	88	4	16	16	649	.....	....
16	43	283	16	111	25	.....	.....	56	193	6	733	.. ..	.....
17	210	3112	875	150	1390	250	590	523	480	300	7880	37	14
18	41	251	41	42	.....	2	.....	15	34	.....	426	.....	.....
19	44	523	93	52	118	19	30	38	122	6	1045	.....	.....
20	76	592	120	449	305	25	33	47	272	.....	1919	7	6
21	57	1124	55	34	346	24	207	27	149	5	2028	10	10
22	76	2706	371	942	56	.....	416	53	490	.....	5110	14	45
23	41	1018	74	43	33	3	12	69	89	7	1389	6	9
24	92	489	136	92	56	45	20	39	143	.....	1112	...	.....
25	82	1812	178	140	66	36	52	83	744	14	3207	11	8
26	23	782	42	19	24	21	18	31	122	.....	1082	14	4
27	302	7271	619	994	2236	196	195	590	480	.....	12883	17	22
28	40	207	36	126	10	6	8	30	60	5	528	.....	.....
29	95	836	107	423	.....	47	49	68	64	.....	1689	.....	.....
30	32	230	82	294	123	19	32	55	51	....	918	....	.....
31	25	1810	104	54	658	27	10	29	12	.....	2729	6	14
32	18	135	90	9	35	.....	24	1	173	.....	485	11	18
33	90	1773	193	95	46	76	.....	70	260	.....	2603	6	13
34	.....	333	130	.....	.....	35	.....	27	.....	.....	525	4	11
35	150	3000	260	160	260	71	46	100	250	. ..	4297	11	15
36	41	142	28	28	23	.....	7	15	69	.....	353	.. .	.....
37	30	124	25	356	100	17	114	85	24	1	876	.....	.....
38	7	224	21	310	41	11	13	14	10	3	654	.....	.....
39	83	217	67	66	6	38	21	14	45	35	557	.....	.....
40	620	1265	574	1084	1810	307	168	560	876	142	7406	18	7
41	19	87	51	36	20	6	38	31	29	.....	317	.. ..	.....
42	33	1054	73	312	49	34	.....	33	132	.....	1720	13	4
43	64	2083	103	129	42	16	10	99	274	12	2832	24	6
44	10	261	22	103	.....	10	... .	3	12	.....	421	4	27
45	9	430	25	47	87	6	11	56	31	.....	702	7	12
46	22	363	28	15	54	12	5	6	22	.....	527	3	12
47	13	53	14	.....	38	11	.....	.....	10	.....	139	.... .	.....
48	12	66	4	20	4	1	19	2	4	.....	132	.....	.....
49	108	3369	224	149	50	24	24	310	525	24	4807	12	8
50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1260	.....	.....

TABLE B.—Membership, Libraries and Reading Rooms

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
51 Durham	114	284	653	185	.....	361	59	... .	247	198	32	2019
52 Elmira	100	24	101	23	50	108	18	18	15	30	11	398
53 Elora	159	596	1400	605	1045	570	200	167	1287	704	195	6769
54 Embro	106	280	665	412	397	12	66	.....	121	88	42	2083
55 Ennotville	50	147	290	154	188	168	43	156	187	76	53	1462
56 Essex Centre	74	77	143	38	73	1	32	10	65	33	38	510
57 Exeter	134	119	503	111	303	121	80	116	99	141	100	1693
58 Fenelon Falls	110	37	553	217	121	.....	28	45	132	133	42	1308
59 Fergus	97	266	422	463	166	343	100	227	415	263	82	2747
60 Forks of the Credit	52	19	81	56	35	.. ..	34	11	18	30	.....	284
61 Galt	278	324	863	368	666	542	252	166	504	324	252	4261
62 Garden Island	103	161	585	460	305	19	141	29	1056	474	92	3322
63 Georgetown	95	91	323	139	323	.. ...	33	40	186	62	26	1223
64 Glencoe	101	122	176	131	191	27	51	46	122	33	22	921
65 Glenmorris	55	46	75	36	45	42	20	25	32	42	1	364
66 Goderich	150	220	496	240	365	90	54	122	280	197	50	2114
67 Grand Valley	66	36	68	45	26	29	18	17	8	24	3	274
68 Gravenhurst	78	16	137	16	14	.....	.....	.....	18	10	.....	211
69 Grimsby	109	168	815	192	855	200	63	39	436	370	51	3189
70 Harriston	104	129	509	169	337	300	85	170	373	183	40	2295
71 Hastings	17	7	132	28	18	12	16	2	11	6	16	248
72 Hespeler	62	191	400	185	329	19	73	.....	208	111	80	1596
73 Highgate	50	36	59	57	24	16	14	4	38	11	.....	259
74 Holyrood	66	40	109	52	73	42	29	59	18	32	.....	454
75 Huntsville	63	11	36	11	1	5	7	7	27	16	57	178
76 Ingersoll	64	223	582	207	409	.....	54	.....	128	161	16	1780
77 Iroquois	36	2	174	44	55	78	12	1	21	2	3	392
78 Jarvis	105	24	28	30	4	30	...	18	.....	12	.....	146
79 Kincardine	160	175	808	186	392	413	97	108	249	147	145	2720
80 Kingston	285	390	2341	231	232	512	74	191	421	456	216	5064
81 Lancaster	60	29	99	86	69	38	18	14	51	19	18	441
82 Leamington	102	18	50	26	14	11	21	5	19	24	... .	188
83 Lindsay	144	151	690	169	185	105	52	41	227	88	54	1762
84 Lion's Head	64	14	19	28	4	8	5	13	28	11	1	131
85 London	265	258	956	280	808	380	122	182	290	180	190	3646
86 L'Orignal	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87 Lucan	51	64	397	87	70	104	52	88	64	95	19	1040
88 Lucknow	96	13	54	13	2	56	..	1	9	.....	114	262
89 Markdale	65	28	99	42	20	31	2	8	17	28	.....	275
90 Markham	60	136	294	130	114	15	37	23	281	151	14	1195
91 Meaford	105	123	390	109	296	.....	44	.....	105	86	42	1195
92 Melbourne	106	4	5	18	40	10	7	8	16	7	20	135
93 Merrickville	42	131	257	132	451	89	32	112	74	79	28	1385
94 Merritton	20	12	120	59	76	27	21	.....	34	35	.....	384

in Mechanics' Institutes for the year ending 30th April, 1889.—*Continued.*

	Number of Volumes Issued.										Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
51	84	1200	52	.....	90	20	.....	80	260	10	1796	..	.....
52	58	521	47	176	367	17	75	20	94	11	1386	6	7
53	46	1936	100	261	146	40	14	180	225	.....	2948	13	2
54	580	620	376	204	140	120	.....	126	216	60	2442	8	12
55	43	548	36	49	174	8	33	21	24	.....	936	.....	.....
56	37	347	12	23	.....	6	3	13	22	.....	463	3	7
57	45	1180	51	533	25	27	47	27	353	.....	2388	6	7
58	23	1668	87	35	.....	12	21	27	193	.....	2066	10	26
59	123	2119	227	152	497	68	48	194	596	8	4032	10	11
60	14	326	29	47	.....	6	.....	7	36	.....	465	.....	.....
61	190	4359	166	459	885	91	69	311	632	7	7169	33	10
62	42	540	141	81	2	48	3	226	89	.....	1172	12	20
63	37	795	71	249	.....	14	32	24	72	.....	1294	4	10
64	13	463	145	57	5	22	30	68	23	1	827	4	11
65	32	285	25	152	16	10	16	19	80	.....	635	3	8
66	116	1963	129	171	16	68	86	113	238	29	2929	30	15
67	73	233	46	32	24	3	8	6	100	1	526	4	12
68	13	206	33	36	.....	.....	.....	54	10	....	352	.....	.....
69	90	1931	86	1275	1209	30	31	83	238	.....	4973	7	9
70	184	1500	375	520	171	92	230	132	300	.....	3504	5	10
71	6	340	12	6	2	4	.....	4	12	.....	386	.....	.....
72	50	600	100	400	.....	40	.....	200	500	.....	1890	10	2
73	18	398	62	16	20	7	2	2	22	.....	547	.....	.....
74	60	200	50	130	210	20	60	44	131	.....	905	.....	.....
75	15	114	19	3	4	2	2	15	45	4	223	.....	.....
76	43	1085	127	166	.....	24	.....	19	207	.....	1671	9	.....
77	6	415	40	176	208	21	1	41	10	.....	918	.....	.....
78	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	71	3010	145	202	2222	59	38	121	262	11	6141	17	7
80	160	4110	239	4082	3140	110	115	436	223	208	12823	16	29
81	17	226	43	43	8	18	8	31	9	3	406	1	2
82	1	6	2	2	.....	2	.....	.....	2	.....	15	6	7
83	67	2191	119	235	52	20	16	111	230	.....	3041	27	25
84	25	88	30	5	22	4	12	40	25	.....	251	.....	.....
85	109	3214	220	341	26	75	112	70	492	.....	4659	21	32
86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	7
87	21	741	24	27	19	22	25	16	26	8	929	.....	.....
88	11	119	11	3	37	.....	.....	3	.....	.....	184	8	16
89	66	390	84	55	142	1	38	62	142	.....	980	.....	.....
90	144	1344	56	109	77	10	7	61	324	.....	2132	.....	.....
91	24	1206	51	140	.....	22	.....	33	54	10	1540	3	.....
92	12	137	44	.....	56	10	4	20	32	.....	315	.....	.....
93	150	1200	60	200	115	20	100	.....	225	10	2080	.....	.....
94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	475	.....	.....

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
95 Metcalfe	57											
96 Midland	106	92	245	87	143	6	36	89	71	103	16	888
97 Milton	138	368	387	325	398	557	104	90	319	334	104	2986
98 Mitchell	142	129	510	226	428	137	35	91	158	229	27	1970
99 Mono Road	55	49	70	42	76		16	40	54	113	10	470
100 Morrisburg	167	17	45	49	22	69	5		10	14		231
101 Mount Forest	104	206	459	226	364		61	90	177	123	55	1761
102 Napanee	189	211	539	304	82	97	54	21	199	403	19	1929
103 Newburgh	112	37	109	20	3	10	17	3	36	27	8	270
104 New Hamburg	51	42	247	45	191		22	4	21	21	13	606
105 Newmarket	59	51	264	96	186	14	38	23	52	28	53	805
106 Niagara	57	362	639	465	385	427	181		306	277		3042
107 Niagara Falls	201	276	895	365	298	266	130	56	419	216	54	2975
108 Niagara Falls, S.	41	37	80	45	29	60	23	48	23	32	3	380
109 Norwich	95	131	769	179	346	92	61	119	101	135	49	1982
110 Norwood	69	76	632	83	77	49	23	70	82	111	34	1237
111 Oakville	64	165	297	129	117	115	76	112	126	196	52	1385
112 Orangeville	103	120	496	156	331		37	48	64	121	27	1400
113 Orillia	164	175	610	216	292	22	63	43	291	284	29	2025
114 Orono	50	7	2	10		13	1		1			34
115 Oshawa	199	105	238	179	52	69	12	68	133	117	30	1003
116 Owen Sound	205	182	885	308	328	65	79	59	322	191	66	2485
117 Oxford Mills	106											
118 Paisley	127	221	291	187	213	141	47	204	287	105	36	1732
119 Palmerston	25	10	88	10	44		1		19	18	4	194
120 Paris	233	456	1015	559	639	513	229	301	512	460	405	5089
121 Parkdale	104	84	778	122	365	164	51	22	124	67	42	1819
122 Parkhill	58	86	180	185	98	104	49	73	187	74	38	1074
123 Parry Sound	104											
124 Penetanguishene	127	237	442	241	204	401	43	60	134	212	54	2028
125 Perth	150	256	610	309	734	46	84		198	281	26	2544
126 Peterboro'	292	457	895	362	1089	1306	128	216	543	407	233	5636
127 Point Edward	104	113	705	292	370		55	32	189	139	10	1815
128 Port Arthur	155	26	1	16	102	22	6	1	40	6	23	243
129 Port Carling	100	12	94	19	28	3	5	6	3	19		189
130 Port Colborne	100	60	350	50	27		60	35	60	85	17	744
131 Port Elgin	62	205	292	193	369		82	61	219	155	42	1618
132 Port Hope	147	338	1041	224	345	7	55	18	178	255	66	2527
133 Prescott	115	267	961	265	442		100	72	185	353	73	2718
134 Preston	113	481	453	436		708	265		1132	583	110	4168
135 Renfrew	113	192	693	236	386	78	80		215	92	5	1977
136 Richmond Hill	107	123	165	208	104	393	42	17	76	85	21	1234
137 Ridgetown	135	135	859	162	178	273	84	46	219	110	39	2105
138 Ripley	52	51	76	18	1	27	10	8	28	20	25	264
139 Russell	55	8	11	17	9	8	14	2	3	3	2	77
140 Scarboro	63	248	510	285	463	127	64	352	253	270		2572
141 Seaforth	354	334	1059	413	263	260	77	166	377	209	340	3498
142 Shelburne	102	31	169	54	116		11	31	28	27		467

Mechanics' Institutes for the year ending 30th April, 1889.—*Continued.*

	Number of Volumes Issued.										Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
95	...	.....	.....	...	.....	.....	.....	.....	.....	.....	...	3	18
96	78	1141	90	131	8	32	246	34	296	.....	2056	7	7
97	197	1061	48	433	1004	28	17	33	251	18	3090	3	8
98	51	1125	146	510	46	29	30	63	160	.....	2160	12	11
99	15	110	20	55	... ...	15	20	10	40	.....	285	.....	.....
100	4	76	40	39	26	1	.....	9	20	.....	215	16	14
101	70	1235	225	769	.....	40	62	135	427	25	2988	4	12
102	425	3516	397	122	276	141	31	249	3126	.....	8283	7	8
103	25	641	24	.....	.....	10	.....	24	101	.....	825	3	9
104	31	300	30	141	.....	.....	.....	20	30	2	554	.....	.....
105	24	296	14	46	.....	5	10	32	25	.....	452	.....	... ..
106	29	1038	18	109	33	10	.....	27	72	.....	1336	16	.....
107	42	1850	200	170	50	27	12	78	140	.....	2569	9	4
108	29	104	28	109	63	17	22	119	44	.....	535	.....	.....
109	24	1040	147	122	229	11	19	38	181	....	1811	.....	.....
110	36	472	73	194	10	43	27	25	159	63	1102	6	8
111	38	402	45	6	142	6	27	5	295	6	972	.....	.....
112	75	650	151	246	.....	20	25	37	163	20	1387	8	8
113	151	1768	204	292	77	46	39	159	672	.....	3408	10	10
114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	55	1094	90	15	43	9	28	36	102	6	1478	40	11
116	79	6008	258	241	53	114	55	310	363	.....	7481	25	15
117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	6
118	103	1397	94	406	68	36	66	79	100	.....	2349	....	.....
119	.....	298	.....	44	.....	.....	.....	.....	21	5	368	.....	.....
120	106	4168	157	401	605	93	92	113	439	....	6174	28	15
121	63	1704	98	314	578	84	33	83	106	31	3094	9	12
122	16	357	56	90	78	19	28	38	88	26	796	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	4
124	125	370	140	175	160	25	34	75	180	10	1294	8	46
125	286	2911	301	1811	76	87	.....	164	930	19	6585	8	9
126	202	3082	226	1316	1938	47	80	259	430	.....	7580	28	15
127	50	2000	125	70	.....	12	4	25	130	.....	2416	8	5
128	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
129	4	276	56	54	.....	.....	5	2	51	.....	448	4	7
130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	632	.....	5
131	64	654	87	146	.....	24	18	42	116	24	1175	.....	.....
132	107	2893	157	147	2	31	12	51	150	.....	3550	38	15
133	33	1134	25	175	.....	16	15	47	680	15	2140	.....	.....
134	204	1099	90	.....	503	83	.....	222	411	13	2625	26	14
135	82	1103	76	309	255	30	.....	72	135	3	2015	.....	.....
136	24	701	57	35	273	6	2	24	306	6	1434	23	.....
137	58	3040	130	509	309	61	53	212	198	2	4572	10	13
138	30	321	23	4	19	7	3	24	68	.....	504	.....	.....
139	31	52	25	40	23	36	25	15	22	.....	269	6	10
140	86	800	83	723	40	34	131	73	64	.....	2034	.....	.....
141	910	6002	1198	816	1105	350	806	684	1661	.. ...	13532	8	19
142	16	633	22	208	6	6	40	13	61	.....	1005	6	2

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
143 Smith's Falls.....	210	355	585	306	720	198	79	166	549	290	246	3494
144 Southampton	60	113	225	144	236	156	38	26	86	81	20	1125
145 Stayner	120	13	60	13	17	16	7	6	3	7	1	143
146 Stouffville.....	103	137	546	124	331	305	54	125	259	176	91	2148
147 Stratford.....	110	192	1354	260	1035	391	109	30	285	275	65	3996
148 Strathroy	338	211	1026	364	407	302	107	142	279	190	85	3113
149 Streetsville.....	123	251	608	261	172	...	....	109	314	178	48	1941
150 St. George	74	156	962	225	232	79	45	80	126	226	52	2183
151 St. Mary's	145	380	690	495	985	70	230	400	450	400	150	4250
152 Tavistock	109	24	82	33	45	.....	5	11	27	19	1	247
153 Teeswater	53	135	534	145	117	4	33	37	117	93	45	1260
154 Thamesford	54	11	53	10	12	20	3	15	9	3	38	174
155 Thamesville.....	250	49	252	66	38	53	32	22	55	18	13	598
156 Thorold	130	170	1132	336	251	163	41	21	167	781	17	3079
157 Tilsonburg	105	30	418	43	38	123	30	7	40	59	35	823
158 Trenton	70	57	384	100	193	75	33	35	100	69	15	1061
159 Uxbridge	207	386	1565	336	331	142	60	163	400	300	144	3827
160 Vandorf	53	24	29	21	40	9	10	27	34	24	10	228
161 Victoria.....	60	11	41	14	34	.....	5	7	10	16	.....	138
162 Wallaceburg	105	15	57	34	28	26	45	2	6	....	2	215
163 Wardsville	30	150	207	237	418	.....	136	.....	177	155	100	1580
164 Waterdown	45	132	230	181	78	217	72	60	96	118	34	1218
165 Waterford	52	32	145	31	121	16	23	26	10	21	2	427
166 Watford	17	41	167	52	115	53	10	19	14	31	12	514
167 Welland	92	240	992	222	96	29	89	85	413	152	45	2363
168 Weston	105	56	200	116	173	11	30	66	93	43	46	834
169 West Toronto Junction.....	55	12	73	39	79	27	13	7	56	4	5	315
170 West Winchester..	53	6	73	31	19	5	11	1	.....	4	26	176
171 Whitby	102	143	545	215	82	242	33	.....	190	184	.....	1634
172 Wiarton	100	60	109	68	42	89	20	41	24	43	3	499
173 Williamstown	51	13	91	66	41	2	14	.....	5	3	20	255
174 Windermere.....	63	49	342	54	57	28	4	28	2	26	90	680
175 Wingham	121	60	309	45	88	47	37	30	60	83	16	775
176 Woodbridge	52	41	71	74	64	25	14	22	59	62	59	491
177 Woodstock	277	440	1513	365	446	61	85	192	359	410	236	4107
178	55	233	310	274	328	91	50	56	134	93	44	1612
179 Wyoming	104	33	83	38	91	.....	11	33	40	47	.....	376
Total	19936	22307	70142	26979	37245	18606	8726	9715	28129	22703	8280	252832

Mechanics' Institutes during the year ending 30th April, 1889.—*Concluded.*

		Number of Volumes Issued.										Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
143	149	2257	178	603	686	162	87	426	688	.....	5236	11	19
144	52	619	43	353	7	12	7	38	148	.....	1279	.....	.....
145	2	64	6	14	9	2	....	.....	7	.....	104	6	11
146	24	1046	40	118	937	25	48	90	342	56	2726	15	19
147	151	3571	211	875	771	142	25	225	380	25	6376	.....	.....
148	162	5030	335	409	655	102	144	260	279	15	7391	14	13
149	50	2400	60	170	.....	.....	20	90	250	20	3060	8	9
150	108	1025	150	125	189	18	126	167	143	19	2070	9	5
151	75	3000	75	1955	.....	55	140	150	250	26	5726	5	11
152	12	109	31	37	....	3	9	29	40	.....	270	9	8
153	60	700	39	30	25	.....	11	14	100	5	984	.....	.....
154	11	53	10	12	20	3	15	9	3	38	174	.....	.....
155	203	5138	120	217	124	38	91	157	128	3	6219	10	29
156	16	1491	80	238	412	7	.....	45	288	.....	2577	9	7
157	23	700	20	....	150	40	.....	20	63	14	1030	4	11
158	34	447	73	276	.....	17	.....	62	117	.....	1026	7	20
159	141	3824	97	69	127	42	209	301	350	101	5261	17	9
160	30	218	42	124	16	11	53	27	93	.....	614	.....	.....
161	4	13	2	5	.....	.....	2	1	4	.....	31	.....	.....
162	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	28
163	59	114	.....	128	.....	110	.....	54	59	.....	524	.....	.....
164	69	582	109	97	155	3	50	17	106	6	1194	.....	.....
165	20	300	70	248	10	14	16	5	40	.....	723	.....	.....
166	.....	... .	... ..	32	.....	.....	.....	.....	...	.....	32	.....	.....
167	22	1674	20	16	.....	18	16	109	60	.....	1935	21	11
168	60	710	185	305	56	52	74	70	36	.....	1548	8	8
169	8	176	20	56	29	10	4	5	1	3	312	9	5
170	2	82	14	2	1	4	.....	.....	.....	.....	105	.....	.....
171	51	760	62	111	121	6	.....	74	133	.....	1318	6	.....
172	140	330	154	128	234	96	67	32	202	4	1387	3	8
173	17	243	45	111	78	28	.....	15	44	.....	581	6	8
174	13	167	14	25	3	.....	6	....	14	.....	242	3	8
175	119	1787	92	138	227	38	30	49	339	17	2836	14	28
176	20	86	21	29	7	2	26	21	34	4	250	2	7
177	176	5839	164	362	48	59	108	187	593	.....	7536	14	12
178	22	332	57	63	78	4	.....	7	25	.....	588	.....	.....
179	101	379	86	481	.....	31	93	97	267	.....	1535	.....	.....
	12840	203400	18416	40083	33166	6001	7988	13808	36350	1775	376194	1234	1311

TABLE C.—Number of Volumes Purchased.

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.	
Ailsa Craig	....	9	2	16	9	2	12	13	27	1	91	
Alliston	20	42	21	16	....	18	....	....	51	9	177	
Almonte	17	42	24	28	...	1	5	9	13	....	139	
Alton	6	125	13	44	....	1	....	11	24	3	227	
Alvinston	26	49	44	73	17	7	13	20	30	....	279	
Arkona	8	30	4	18	6	2	8	5	12	...	93	
Arnprior	27	79	14	83	12	17	23	31	26	3	315	
Arthur	12	107	14	42	....	....	15	21	40	13	264	
Athens	8	13	11	1	21	8	2	3	6	1	74	
Aurora	4	115	15	17	68	....	32	24	50	....	325	
Aylmer	6	22	2	15	....	1	....	2	2	1	51	
Ayr	19	37	30	35	....	5	19	6	20	....	171	
Barrie	7	40	5	3	7	3	7	7	20	6	105	
Beamsville	12	44	22	18	...	7	20	8	34	....	165	
Beeton	8	76	27	46	....	26	37	5	33	2	260	
Belfountain	13	38	10	30	6	....	7	9	23	10	146	
Belleville	9	84	22	28	10	6	5	5	12	12	193	
Belmont	7	26	19	18	....	6	....	5	15	....	96	
Blenheim	18	68	27	18	19	6	2	16	34	1	209	
Blyth	....	....	....	....	....	....	....	....	....	....	....	No report.
Bobcaygeon	13	48	13	67	31	1	9	18	18	....	218	
Bolton	3	54	50	19	...	5	4	3	21	2	126	
Bowmanville	4	50	25	12	....	....	10	2	23	3	129	
Bracebridge	....	....	....	....	....	....	....	....	....	....	....	None.
Bradford	8	16	6	13	....	4	3	6	7	....	63	
Brampton	11	70	15	6	6	10	7	18	80	22	245	
Brighton	3	8	6	8	2	....	1	4	8	....	40	
Brockville	....	235	16	12	91	5	3	17	7	9	395	
Brussels	2	21	39	35	....	....	23	16	....	....	136	
Caledon	....	....	....	....	....	....	....	....	....	....	....	None.
Caledonia	5	35	13	48	26	5	2	5	11	....	150	
Campbellford	6	99	24	17	5	2	7	41	3	1	205	
Cannington	29	63	36	3	25	....	11	6	35	29	237	
Carleton Place	11	61	22	13	13	4	26	16	32	....	198	
Chapleau	47	78	....	2	....	30	....	21	....	11	189	
Chatham	....	25	....	....	....	....	....	....	....	1	26	
Chatsworth	35	59	26	26	27	....	6	29	26	....	234	
Cheltenham	5	30	20	50	14	5	10	10	15	1	160	
Clarksburg	....	....	....	....	....	....	....	....	....	....	....	No report.
Claude	....	9	....	20	11	....	....	....	....	....	40	
Clifford	7	25	23	1	....	....	28	5	13	13	115	
Clinton	3	24	14	20	4	10	....	13	2	....	90	
Cobourg	8	36	18	18	11	6	19	4	7	....	127	
Colborne	15	63	11	47	....	9	....	6	22	....	173	
Collingwood	4	90	6	22	7	17	....	6	9	2	163	
Deseronto	1	....	1	20	....	....	....	....	19	....	41	
Drayton	....	....	3	....	54	....	....	....	....	1	58	
Dresden	....	....	....	....	....	....	....	....	....	....	....	None.
Duart	5	35	8	....	14	3	4	....	3	1	73	
Dufferin	6	36	15	14	6	5	12	4	2	1	101	
Dundas	1	26	10	4	...	2	5	2	5	...	55	
Dunnville	9	14	3	49	8	3	1	....	14	....	101	
Durham	20	40	10	....	41	10	....	8	14	2	145	
Elmira	10	37	10	26	16	6	16	13	15	..	149	
Elora	20	56	21	23	23	15	4	26	21	3	212	
Embro	10	61	99	29	....	9	....	25	11	1	245	
Ennotville	11	30	14	20	10	2	12	9	1	1	110	
Essex Centre	5	31	5	17	....	3	3	3	5	13	85	

TABLE C.—Number of Volumes Purchased.—*Continued.*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels	Works of Reference.	Total Number of Volumes.	
Exeter	30	60	20	24	13	3	10	5	20	3	188	
Fenelon Falls	....	31	28	2	....	....	1	....	15	....	77	
Fergus	7	42	13	6	18	....	8	15	13	2	124	
Forest	....	....	....	....	....	....	....	....	....	....	.....	No report.
Forks of the Credit	17	27	....	9	....	6	....	13	12	....	84	
Galt	12	33	7	11	7	1	1	3	12	3	90	
Garden Island	5	60	9	26	....	....	....	86	18	....	204	
Georgetown	11	22	12	....	10	3	1	1	16	....	76	
Glencoe	4	10	1	22	1	3	12	21	2	....	76	
Glenmorris	13	33	12	16	12	14	6	11	28	....	145	
Goderich	15	48	....	12	20	....	13	....	3	27	138	
Grand Valley	19	24	16	16	5	7	9	5	24	....	125	
Gravenhurst	....	112	9	13	....	3	....	14	6	....	157	
Grimsby	5	43	4	90	10	1	7	12	5	....	177	
Hanover	....	....	....	....	....	....	....	....	....	....	.....	No report.
Harriston	6	9	4	14	....	....	4	5	15	....	57	
Hastings	....	32	....	....	....	....	....	....	....	16	48	
Hespeler	....	....	....	....	....	....	....	....	....	1	1	
Highgate	12	7	13	2	....	4	2	16	....	....	56	
Holyrood	16	87	35	19	40	26	49	7	9	....	288	
Huntsville	6	19	4	....	2	4	....	3	10	....	48	
Ingersoll	....	....	3	....	....	....	....	....	....	....	3	
Iroquois	....	93	3	2	....	3	....	1	....	1	103	
Jarvis	24	28	30	4	30	....	18	....	12	....	146	
Kemptville	....	....	....	....	....	....	....	....	....	....	.....	No report.
Kincardine	5	85	13	26	....	2	9	19	14	11	184	
Kingston	6	120	14	12	150	3	5	12	13	1	336	
Lancaster	....	....	....	....	....	....	....	....	....	....	.....	None.
Leamington	18	50	26	14	11	21	5	19	24	....	188	
Lindsay	....	24	24	35	12	3	4	27	6	2	137	
Lion's Head	14	19	28	4	8	5	13	28	11	1	131	
Listowel	....	....	....	....	....	....	....	....	....	....	.....	No report.
London	1	7	11	28	....	9	2	13	4	17	92	
L'Orignal	....	....	....	....	....	....	....	....	....	....	.....	None.
Lucan	1	57	10	31	....	2	14	7	18	5	145	
Lucknow	13	54	13	2	56	....	1	9	....	....	148	
Manitowaning	....	....	....	....	....	....	....	....	....	....	.....	No report.
Markdale	15	59	25	17	22	....	7	19	11	....	175	
Markham	....	....	....	....	....	....	....	1	....	....	1	
Meaford	21	61	12	40	....	....	....	7	4	....	145	
Melbourne	....	5	6	8	....	....	....	10	....	....	29	
Merrickville	20	45	12	112	20	8	25	3	12	3	260	
Merritton	2	10	1	6	2	1	....	7	10	....	29	
Metcalfe	....	....	....	....	....	....	....	....	....	....	.....	None.
Midland	7	27	11	14	....	2	9	6	24	....	100	
Milton	....	17	16	10	57	1	7	2	2	3	115	
Mitchell	3	40	9	23	18	2	5	6	2	....	108	
Mono Road	5	12	23	18	....	9	21	23	42	....	153	
Morrisburg	17	45	49	22	69	5	....	10	14	....	231	
Mount Forest	....	57	13	81	....	1	12	11	18	2	195	
Napanee	22	35	15	10	25	10	21	36	51	....	225	
Newburgh	37	109	20	3	10	17	3	36	27	8	270	
New Hamburg	1	28	10	38	....	....	....	2	6	2	87	

TABLE C.—Number of Volumes Purchased.—*Continued.*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.	
Newmarket	....	....	....	....	....	....	....	....	....	....	.....	None.
Niagara	....	21	8	....	27	5	....	8	....	....	69	
Niagara Falls	15	60	24	46	6	4	4	38	6	2	205	
Niagara Falls South	5	26	7	7	6	...	10	6	2	1	70	
Norwich	6	121	36	60	10	1	8	6	36	7	291	
Norwood	3	184	13	....	....	2	5	2	5	1	215	
Oakville	8	41	5	....	18	....	27	4	24	3	130	
Orangeville	2	67	14	....	36	....	5	....	19	2	145	
Orillia	9	18	5	9	6	....	2	4	15	...	68	
Orono	7	2	10	....	13	1	....	1	....	....	34	
Oshawa	30	58	10	2	3	4	3	4	15	....	129	
Owen Sound	11	78	5	31	11	3	....	30	15	20	204	
Oxford Mills	....	....	....	....	....	....	....	....	....	....	....	None.
Paisley	21	18	19	13	8	1	25	8	30	....	143	
Palmerston	....	....	....	....	....	....	....	....	....	....	.....	None.
Paris	6	64	7	31	58	6	4	4	20	9	209	
Parkdale	2	31	11	27	28	21	2	10	1	....	133	
Parkhill	..	10	....	15	15	....	....	....	....	1	41	
Parry Sound	....	....	....	....	....	....	....	....	....	....	.....	None.
Penetanguishene	15	53	19	44	44	1	5	19	29	26	255	
Perth	17	92	21	38	3	2	....	12	34	....	219	
Peterboro'	8	49	7	27	32	1	3	17	25	27	196	
Petrolea	....	....	....	....	....	....	....	....	....	....	.....	
Point Edward	5	109	4	16	....	3	....	7	9	....	153	
Port Arthur	....	....	....	....	....	....	....	....	....	....	.....	None.
Port Carling	7	45	2	7	3	....	2	....	10	...	76	
Port Colborne	....	....	....	....	....	....	....	....	....	....	.....	None.
Port Elgin	....	42	10	2	....	3	5	9	6	....	77	
Port Hope	20	54	6	21	....	1	1	1	9	....	113	
Port Perry	....	..	....	....	....	....	....	....	....	....	.....	No report.
Prescott	1	135	25	104	....	4	8	13	36	31	357	
Preston	20	....	6	....	39	9	....	15	10	2	101	
Renfrew	....	28	....	42	....	....	....	....	....	....	70	
Richmond Hill	6	36	4	....	....	....	....	2	9	...	57	
Ridgetown	4	37	5	....	19	11	4	12	8	2	102	
Ripley	49	64	17	....	23	10	7	27	18	....	215	
Russell	....	....	....	....	....	....	....	....	....	....	....	None.
Scarboro	7	29	14	7	37	1	12	20	6	....	133	
Schomberg	....	....	....	....	....	....	....	....	....	....	.....	No report.
Seaforth	19	78	10	22	10	8	33	17	18	17	232	
Shelburne	....	37	..	30	....	1	1	1	3	....	73	
Smith's Falls	24	22	39	16	19	2	19	15	15	32	203	
Southampton	10	85	12	75	1	3	....	23	36	....	245	
Stayner	13	60	13	17	16	7	6	3	7	1	143	
Stouffville	18	60	6	12	2	2	4	11	10	24	149	
Stratford	60	200	30	50	150	20	3	10	10	5	538	
Strathroy	18	45	15	40	99	9	6	5	7	2	246	
Streetsville	6	89	7	3	12	3	17	4	12	5	158	
St. George	18	74	7	32	8	1	10	5	39	2	196	
St. Mary's	....	....	....	....	....	....	....	....	....	....	231	Details not given
Tavistock	24	82	33	45	....	5	11	27	19	1	247	
Teeswater	12	30	17	17	....	5	....	27	8	1	117	
Thamesford	10	53	9	12	20	3	7	4	1	....	119	
Thamesville	16	131	16	14	24	18	8	27	5	1	260	
Thorndale	....	..	....	....	....	....	....	....	....	..	.....	No report.
Thorold	10	36	3	12	1	....	3	5	36	1	107	
Tilsonburg	7	82	7	10	18	6	1	2	4	....	137	

TABLE C.—Number of Volumes Purchased.—*Concluded.*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels	Works of Reference.	Total Number of Volumes.	
Trenton	4	50	4	33	....	....	....	19	20	....	130	
Uxbridge	14	51	22	....	....	....	5	15	13	4	124	
Vandorf	5	4	6	25	2	3	7	13	10	10	85	
Victoria	11	41	14	34	....	5	7	10	16	....	138	
Walkerton	....	....	....	....	....	....	....	....	....	....	....	No report.
Wallaceburg	15	57	34	28	26	45	2	6	....	2	215	
Wardsville	....	....	....	....	....	....	....	....	....	....	....	None.
Waterdown	....	....	....	....	....	....	....	....	....	....	....	None.
Waterford	16	60	24	68	12	15	6	2	12	....	215	
Watford	....	....	....	....	....	....	....	....	....	....	....	None.
Welland	5	32	8	2	....	3	11	14	11	...	86	
Weston	15	46	18	15	11	13	4	8	7	....	137	
West Toronto Junction	7	49	29	63	6	7	1	28	4	....	194	
West Winchester	6	73	31	19	5	11	1	...	4	26	176	
Whitby	4	33	7	13	4	3	....	25	25	..	114	
Wiarton	30	60	40	30	10	10	40	20	50	10	300	
Williamstown	....	21	....	20	2	....	....	2	....	17	62	
Windermere	8	119	6	16	....	....	3	2	9	....	163	
Wingham	27	84	14	32	5	2	9	29	18	....	220	
Woodbridge	2	7	4	5	4	....	1	4	15	....	42	
Woodstock	4	74	5	15	....	1	5	2	7	23	136	
Wroxter	27	76	8	26	10	1	8	1	5	....	162	
Wyoming	9	24	25	26	....	2	9	22	17	....	134	
Total	1712	8094	2294	3478	2170	774	1127	1754	2324	605	24563	

TABLE D.—Evening Classes in English and Commercial Courses in 1888-9.

INSTITUTES.	Number of Students.	Subjects Taught.				
		English Course.	Commercial Course.			Other Subjects.
Arnprior	9	English and Canadian History, Composition and Grammar.	Book-keeping,	Arithmetic,	Writing.	
Arthur	37	.....	do	do	do	
Aylmer	10	.....	do	do	do	
			do	do	do	
Barrie	14	.....				
Belmont	56	English and Canadian History, Composition and Grammar.	.....			
Belleville	33	Composition and Grammar.	Book-keeping,	Arithmetic,	Writing.	
Blenheim	11	.....	do	do	do	
Brockville	52	.....	do	do	do	
Collingwood	9	.....	do	do	do	
Duart	11	.....	do	do	do	
Fergus	10	.....	do	do	do	
Goderich	19	.....	do	do	do	
Garden Island	4	.....	.....			Short-hand.
Grand Valley	25	.....	do	do	do	
Harriston	27	.....	do	do	do	
Hespeler	76	.....	do	do	do	
Holyrood	23	English and Canadian History, Composition and Grammar.	Book-keeping,	Arithmetic,	Writing.	
Huntsville	25	.....	do	do	do	Reading and Spelling.
Kingston	56	.....	do	do	do	
Lancaster	8	.....	do	do	do	
Midland	17	.....	do	do	do	
Milton	4	Composition and Grammar.	do	do	do	
Mount Forest	30	.....	do	do	do	
Newburgh	30	.....	do	do	do	Reading.
Newmarket	21	.....	do	do	do	
Orillia	11	.....	do	do	do	
Paris	45	.....	do	do	do	
Parry Sound	11	.....	do	do	do	
Penetanguish'ne	32	.....	do	do	do	
Perth	38	.....	do	do	do	
Smith's Falls	24	.....	do	do	do	
St. George	29	English and Canadian History, Composition and Grammar.	.....			
Thamesford	12	.....	Book-keeping,	Arithmetic,	Writing.	
Thamesville	20	.....	do	do	do	
Woodbridge	19	.....	do	do	do	
Total	858					

TABLE E.—Evening Classes in Drawing, 1888-9.

INSTITUTES.	Number of Students.	Subjects Taught.				
Arnprior	9	Freehand,	Geometry,	Perspective,	Model	Blackboard Drawing.
Brampton	14	do	do	do	do	do
Collingwood.	27	do	do	do	do	do
Duart	1	do	do	do	do	do
Dundas	18	do	do	do	do	do
Elmira	16	do	do	do	do	do
Milton	26	do	do	do	do	do
Owen Sound	101	do	do	do	do	do
Peterboro'	4	do	do	do	do	do
Preston	25	do	do	do	do	do
St. Marys'.	23	do	do	do	do	do
Waterdown	26	do	do	do	do	do
	290					

Advanced Course.

Brampton	4	Shading flat, outline from round, shading from round.
Collingwood	8	Shading flat, outline round, shading round, flower drawing, ornamental design.
St. Mary's	1	Outline round, flower drawing.
	13	

Mechanical Course.

Dundas	18	Descriptive geometry, machine drawing, building construction, industrial design and advanced perspective.
Peterboro'..	17	Machine drawing.
	35	

FREE

TABLE G.—Receipts, Expenditure, Assets and Liabilities

Free Libraries.	Receipts during the year.							
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments	Other Sources.	Total.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Berlin			200 00	701 17				901 17
2 Brantford	26 72	16 00	245 00	1860 00			238 91	2386 63
3 Guelph			200 00	1539 00			68 00	1807 00
4 Simcoe	37 78		217 00	400 00			366 34	1021 12
5 St. Catharines			200 00	1527 51				1727 51
6 St. Thomas	434 20		200 00	900 00			97 45	1631 65
7 Toronto	2812 43		200 00	27452 00			2585 78	33050 21
8 Waterloo	7 94		200 00	425 00			25 50	658 44
Total	3319 07	16 00	1662 00	34804 68			3381 98	43183 73

TABLE H.—Libraries and Reading

Free Libraries.	Number of Readers.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Berlin	1297	286	398	323	871	258	87	81	316	212	247	3079
2 Brantford	1927	667	2881	595	840	513	235	243	702	435	187	7298
3 Guelph	1237	533	1534	483	745	510	113	245	552	538	175	5428
4 Simcoe	496	310	923	317	152	220	141	91	331	279	131	2895
5 St. Catharines	1281	560	1677	568	699	444	179	279	540	638	132	5716
6 St. Thomas	1226	336	1601	395	815	210	157	196	383	286	78	4457
7 Toronto	20847	2195	11962	1756	4880	2555	700	867	2791	1884	23626	53216
8 Waterloo	572	171	1034	312	1466	377	193	88	289	315	59	4304
Total	28883	5058	22010	4749	10468	5087	1805	2090	5904	4587	24635	86393

LIBRARIES.

of Free Libraries for the year ending, 30th April, 1889.

	Expenditures during the year.											Assets and Liabilities.	
	Rent, Light and Heating.	Salaries.	Books (not fiction)	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	98 21	216 00	293 35	55 13	37 00	137 94	.....	....	63 54	.....	901 17	3968 48	.....
2	348 20	562 50	460 06	379 43	303 65	158 85	25 70	....	124 30	23 85	2386 63	7463 85	.....
3	348 11	605 23	382 30	150 78	81 60	121 15	.....	....	117 83	.....	1807 00	5820 00	.....
4	69 68	209 00	146 90	23 88	32 20	53 75	27 00	....	387 40	71 31	1021 12	6250 00	800 00
5	282 13	561 08	153 25	157 69	189 65	156 62	.....	....	227 09	.....	1727 51	6300 00	.....
6	322 28	400 00	87 85	21 06	54 65	119 20	.....	...	248 31	378 30	1631 65	2729 21	.....
7	1761 55	8988 02	9178 92	*.....	1287 88	1958 06	.....	....	9802 21	73 57	33050 21	106886 51	1039 15
8	50 00	108 30	220 15	37 89	79 64	69 55	.....	....	84 87	8 04	658 44	3176 95	.....
	3280 16	11650 13	10922 78	825 86	2066 27	2775 12	52 70	....	11055 64	555 07	43183 73	142595 00	1839 15

*Return not given.

Rooms in Free Libraries, 1888-9.

	Number of Volumes Issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
1	133	4368	272	2722	1219	82	64	310	596	104	9870	18	22
2	721	41551	992	1264	1884	381	458	935	1248	35	49469	27	28
3	957	21015	993	6246	1035	530	609	1204	2428	892	35906	14	33
4	111	6825	158	159	89	96	123	127	784	.....	8472	7	16
5	1007	19512	1633	1498	4441	504	2377	1385	3997	1228	37582	25	14
6	522	13773	543	797	721	234	551	298	568	.....	18007	30	20
7	4906	164798	6520	48875	8935	2129	2989	14107	8164	17737	279160	92	510
8	74	2864	298	968	945	100	47	147	582	16	6041	17	7
	8431	274706	11409	62529	19269	4056	7218	18513	18364	20012	444507	230	650

TABLE F.—Evening Classes showing number of students in Mechanics' Institutes who attended the Annual Examination in Drawing in April, 1889, also Certificates awarded, and extra grants paid to Institutes for Certificates.

1. Primary Course.

INSTITUTES.	Number of Students for Examination.	Number of Proficiency Certificates taken.					Total.	Number of Teachers' Certificates, Primary Course.	Grants paid for Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard Drawing.			
									$ c.
Brampton	3	1	.....	2	.....	.....	3	.....	3 00
Duart	1	.....	.....	.....	1	.....	1	.....	1 00
Dundas	10	4	5	1	2	.....	12	.....	10 00
Elmira	16	8	11	2	2	5	28	1	19 00
Milton	25	4	7	2	5	2	20	1	13 00
Owen Sound	75	26	29	18	9	42	124	5	90 00
Peterboro'	2	1	.....	.....	.....	.....	1	.....	1 00
Preston	17	13	8	4	4	6	35	1	23 00
St. Mary's	23	4	.....	1	2	1	8	.....	7 00
Waterdown	18	.....	2	.....	3	.....	5	.....	5 00
	190	61	62	30	28	56	237	8	$172 00

2. Mechanical Course.

INSTITUTES.	Number of Students for Examination.	Number of Proficiency Certificates taken.					Total Number of Certificates.	Grants paid for Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.		
								$ c.
Dundas	8	.....	4	.....	.....	.....	4	4 00
Owen Sound	2	.....	.....	.....	.....	1	1	1 00
Peterboro'	8	.....	3	.....	.....	.....	3	3 00
	18	.....	7	.....	.....	1	8	8 00

ART SCHOOLS.

This important branch of our educational system may be classified under two headings :—

(1) Art Schools receiving Government aid, and (2) Institutions affiliated with the Department for examination purposes.

Art Schools receiving Government aid are now incorporated in Brockville, Hamilton, Kingston, London, Parkdale, Ottawa, St. Thomas, and Toronto. Other institutions affiliated for examination purposes are as follows :—Albert College, Belleville ; Ladies' College, Brantford ; Ladies' College, Hamilton ; Hellmuth Ladies' College, London ; Academy of Painting and Drawing, London ; Alma College, St. Thomas ; Wykeham Hall, Toronto ; Ontario Ladies' College, Whitby ; High Schools and Collegiate Institutes ; Normal School, Ottawa ; Public Schools.

During the past year application for affiliation was made from Lansdowne College, Portage la Prairie, Manitoba. This was granted, and pupils in Manitoba now have the privilege of competing for the Art certificates awarded by the Ontario Education Department.

There is no branch of our educational system in a more flourishing condition, nor that has made such rapid progress and growth during the past few years as the Art School Department of this Province.

The gradual progress may be seen from the following list containing the number of certificates granted by the Education Department from 1882 to the 1st of May, 1889 :—

1. Primary Art Course.

Year.	Freehand Drawing.	Geometry.	Perspective.	Model Drawing.	Blackboard Drawing.	Teachers' Certificates.	Total.
1882	28	21	17	12	28	.....	106
1883	84	89	58	47	76	.....	354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1532
1886	634	672	149	662	414	77	2608
1887	643	1,204	428	444	122	103	2944
1888	805	882	520	403	236	133	2979
1889	1,002	961	394	470	494	187	3508
Total	3,563	4,532	2,006	2,344	1,654	688	14787

2. Advanced Art Course.

Year.	Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Teachers' Certificates.	Total.
1883	5	5	12	18	.....	.....	40
1884	16	5	12	12	.....	.....	45
1885	33	18	35	29	.....	4	119
1886	35	24	19	48	.....	3	129
1887	59	27	28	25	34	14	187
1888	22	17	39	44	20	9	151
1889	65	36	58	24	25	14	222
Total	235	132	203	200	79	44	893

3. Mechanical Drawing Course.

Year.	Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Teachers' Certificates.	Total.
1883	2	3	1	2	3	.....	11
1884	1	1	1	1	1	.....	5
1885	12	32	4	25	12	4	89
1886	14	13	5	28	14	3	77
1887	6	5	12	18	6	2	49
1888	8	7	7	15	11	2	50
1889	13	23	11	20	12	3	82
Total	56	84	41	109	59	14	363

4. Extra Subjects.

Year.	Drawing from Life.	Painting from Life.	Painting Oil Colors.	Painting Water Colors.	Sepia.	Monochrome.	Sculpture in Marble.	Modelling in Clay.	Lithography.	China Painting.	Repoussé Work.	Wood Carving.	Wood Engraving.	Total.
1885.....	.....	.....	9	7	....	.....	.....	14	.....	.....	.....	.....	.....	30
1886.....	....	.....	12	7	.....	.....	.....	11	.....	.....	.....	7	.....	37
1887.....	7	.....	32	9	.....	.....	.....	8	.....	.....	2	2	.....	60
1888.....	15	12	25	14	13	1	2	10	1	9	2	3	1	108
1889.....	12	8	16	21	3	2	.....	7	2	6	.....	1	3	81
Total...	34	20	94	58	16	3	2	50	3	15	4	13	4	316

The examination in Art Schools, Mechanics' Institutes, High Schools, Colleges, etc., affiliated with the Education Department for examination purposes, were held throughout the Province on the 26th, 27th and 28th of April.

Art Schools Exhibition.

An exhibition was opened to the public on the 3rd of June. In addition to a selection from the competitive work sent in for examination which consisted of 10,382, papers in the primary, advanced and mechanical courses, 1,069 specimens of work were sent from the various Art Schools, Mechanics' Institutes, High Schools, Colleges, etc., for exhibition purposes in the following subjects, viz. :—Architectural drawing, advanced perspective, building construction, civil engineering, china painting, charcoal, life draped and nude, crayon drawing, descriptive geometry, drawing from antique, freehand drawing, figures from life, historic ornament, industrial designs, landscape drawing, lithographic drawing, model drawing, machine drawing, monochrome, modelling in clay, oil paintings from life, still life, etc. Pastel, pen and ink sketches, shading from casts, sepia sketches from life, water colors painting from life, still life, etc. Wood carving and wood engraving.

The exhibition was opened to the public on Monday, 3rd of June, and kept open daily for one week.

The distribution of medals and certificates was also made on the 3rd June.

The following extract is from the Toronto *Globe* of 4th June :—

Amateur Art Annual Exhibition of Provincial Art Schools.—Record of the Year's Work in Ontario.

The exercises with which the annual exhibition of the work of the various Art Schools of Ontario is usually opened were held last night in the theatre of the Education Department, Marcicano's Italian orchestra were stationed, balcony-like, over the central court of the building, and "filled the air with music" while the immense audience was crowding itself into the hall.

Mr. A. M. Depew by a piano solo brought the attention of those listening to the music from the balcony to the platform, when Hon. G. W. Ross stepped forward and put the audience in possession of the objects of the gathering in a brief, brisk address. The main object was, he said, that the friends of art in Toronto, and far beyond its borders, might see what was being done in the Art Schools of Ontario. Five years ago it was decided to take up art in the schools, and now they had drawing taught in all Public Schools, Art Schools in six towns, twenty-one Mechanics' Institutes, twenty-five High Schools and seven Colleges, all with Art Departments. Last year over 14,000 pupils studied drawing, 498 young men had taken up mechanical drawing in Mechanics' Institutes, and 1,664 had taken higher courses in addition to the curriculum. The object they had in view was not so much the production of beauty as to lay the foundation of industrial drawing in the Dominion. Now they were compelled to import not only many millions of dollars worth of goods, but foreign talent as well to draft industrial designs. This was as it should be, and they were glad to welcome all new citizens, but these Art Schools were fostered to provide men qualified to fill similar places in our factories and industrial markets.

Dr. May, Superintendent of Art Schools, in announcing the list of medallists, went into a statistical sketch of the past and present of the Provincial Art Schools. This year 2,747 candidates presented themselves for examination in primary drawing and 140 in mechanical drawing. 85 candidates in art and other schools were granted full teaching certificates in the primary course, and 3,050 proficiency certificates were awarded in several kinds of drawing. 168 certificates were granted in advanced drawing, 75 in mechanical drawing, and 70 in extra subjects.

Mrs. Oliver Mowat, who sat on the platform beside Mrs. G. W. Ross, presented the fair winners of the medals with their trophies. In introducing Mrs. Mowat to the audience, Hon. Mr. Ross read a letter from the Lieutenant-Governor regretting that he could not be present at the meeting and wishing them a successful time. Continuing, he said: "No one more heartily desires than I do to see our Canadian artists taking rank worthily with those of other countries. I trust that the art education now so generally provided in Art Schools and Colleges and High Schools may largely help in developing youthful talent and building up art in Canada."

Hon. G. W. Allan, President of the Canadian Society of Artists, spoke of the marvellous growth of art in Canada, during the last few years, and referred to its refining effect upon the character of a young and growing people. While he believed that as poets, artists must be born not made, still, perhaps, in the absence of Art Schools many talented persons might be kept from reaching their desired goal for want of primary training.

A light musical programme was interspersed through the evening, in which Miss Morgan and Mr. Sims Richards took part pleasingly. At the close of the public meeting the audience visited the new gymnasium of the Model School, where the drawings of the various schools were attractively displayed."

The exhibition was also opened to the public three nights during the week, invitations were sent to manufacturers and employers of labor, inviting their workmen to visit the exhibition to examine the paintings, etc., and especially the drawings and designs having reference to their own employments, and thousands of persons availed themselves of this privilege. On Saturday night about three thousand mechanics and workmen with their wives and families were present, the walls and screens were lit up with the electric light which, together with the enlivening strains of music and the happy smiling faces, formed a fairy-like scene long to be remembered by those present, and proved that a taste for the beautiful has been developed amongst all classes of our community.

The following tables show the number of certificates taken by the pupils in Art Schools, High Schools, Colleges, etc.: (For Mechanics' Institutes, see Table.)

TABLE.—*Art Schools—Primary Course.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.					Total Number of Proficiency Certificates.	Number of Teachers' Certificates.	Grant for Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard Drawing.			
									$ c.
Brockville	42	9	7	3	10	6	35	2	28 00
Hamilton	95	28	29	11	37	27	132	4	107 00
Kingston	89	12	18	5	13	14	62	5	54 00
London	17	5	1	.....	2	3	11	3	10 00
Ottawa	33	14	2	1	9	3	29	.....	27 00
Parkdale	35	6	6	1	4	2	19	1	14 00
Toronto	47	21	12	4	10	16	63	7	44 00
Toronto, West End Branch	16	5	7	7	5	4	28	3	20 00
Total	374	100	82	32	90	75	379	25	304 00

TABLE.—*Art Schools—Advanced Course.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.					Total number of Proficiency certificates.	Number of Teachers' Certificates Advanced.	Grant for Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.			
									$ c.
Brockville	14	3	2	1	1	3	10	1	8 00
Hamilton	57	17	5	13	6	.....	41	1	38 00
Kingston	22	9	7	6	.....	4	26	5	22 00
London	17	7	4	6	.....	.....	17	.....	17 00
Ottawa	33	8	4	9	.....	3	24	.....	21 00
Parkdale	13	.....	1	2	.....	1	4	.....	3 00
Toronto	37	7	3	6	4	7	27	3	24 00
Toronto, West End Branch	6	.....	.....	1	1	.....	2	.....	2 00
Total	199	51	26	44	12	18	151	10	135 00

TABLE.—*Art Schools—Mechanical Course.*

ART SCHOOL.	Number of Students for Examination.	Number of Proficiency Certificates Taken.					Total Proficiency Certificates.	Number of Teachers' Certificates—Mechanical Course.	Grants for Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Advanced Perspective.	Industrial Design.			
									$ c.
Brockville	2	.....	1	.....	.....	1	2	.....	2 00
Hamilton	25	.....	1	....	1	1	3	.....	3 00
Kingston	13	2	.....	.....	4	2	8	.....	7 00
London	7	4	3	2	2	1	12	1	9 00
Ottawa	13	1	4	2	1	1	9	.....	7 00
Parkdale	12	.....	1	1	.....	.....	2	.....	2 00
Toronto	23	2	1	2	2	1	8	.....	8 00
Toronto, West End Branch	9	2	3	3	.....	....	8	1	6 00
Totals	104	11	14	10	10	7	52	2	44 00

TABLE.—*Art Schools—Special Subjects.*

ART SCHOOLS.	Number of Students for Examination.	Number of Proficiency Certificates Taken.										Total number of Certificates taken.
		Painting from Life.	Drawing from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia Drawing.	Monochrome Painting.	Modelling in Clay.	Drawing for Lithography.	Wood Carving.	China Painting.	
Brockville	5	2	4	1	....	....	....	....	....	....	....	7
Hamilton	26	....	...	1	2	3	2	....	2	...	....	10
Kingston	5	....	....	....	....	....	....	....	....	....	1	1
London	14	....	....	....	....	....	....	....	3	....	5	8
Ottawa	24	6	8	4	4	....	....	....	....	....	....	22
Parkdale	10	....	....	..	....	....	....	....	....	....	....	.....
Toronto	34	....	...	1	7	....	....	5	....	....	....	13
Toronto, West End Branch	5	....	....	....	....	....	....	1	....	1	....	2
Totals	123	8	12	7	13	3	2	6	5	1	6	63

TABLE.—*High Schools, Colleges, etc.—Primary Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates, Primary Course.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total Proficiency Certificates.	
Amherstburg, Public School	44	11	18	8	8	11	56	6
Aylmer, High School	75	21	41	24	30	13	129	11
Berlin, High School	20	12	13	2	5	3	35	4
Bowmanville, High School	19	.....	8	5	3	.....	16	.....
Beamsville, High School	5	3	3	.....	1	1	8	.....
Belleville, High School	142	52	48	11	23	25	159	9
Belleville Albert College	22	3	4	4	8	11	30	5
Barrie, High School	2	2	2	2	2	2	10	2
Brantford, Collegiate Institute	2	1	1	1	1	2	6	2
Caledonia, High School	63	18	33	25	19	11	106	3
Cayuga, High School	8	4	8	3	3	2	20	.....
Dundas, High School	11	4	5	3	1	1	14	.....
Ingersoll, Collegiate Institute	28	20	18	9	3	12	62	2
Iroquois, High School	49	22	32	17	2	12	85	1
Kemptville, High School	41	17	25	8	4	6	60	2
Kincardine, High School	31	21	18	17	13	10	79	6
Lindsay, Collegiate Institute	125	61	38	5	21	30	155	4
London, Academy of Painting	13	1	.....	.....	4	2	7	2
London, Collegiate Institute	154	47	30	8	34	6	125	.....
Morrisburg, High School	114	52	45	15	10	15	137	12
Mount Forest, High School	53	11	16	3	3	1	34	.....
Orangeville, High School	61	17	26	5	1	4	53	.....
Oshawa, High School	26	23	17	3	.....	.....	43	1
Ottawa, Normal School	40	23	23	24	11	15	96	5
Owen Sound Collegiate Institute	126	55	32	17	13	28	143	13
Parkhill High School	55	15	15	7	18	24	79	11
Perth Collegiate Institute	60	35	32	6	2	6	81	3
Picton High School	39	26	22	9	.....	.....	57	.....
Portage LaPrairie, Lansdowne College, Manitoba	7	1	1	1	1	.....	4	.....
Prescott, High School	18	13	12	4	2	4	35	1
Ridgetown, Collegiate Institute	54	21	31	5	12	11	80	.....
Seaforth, Collegiate Institute	140	50	35	14	18	16	133	7
Simcoe, High School	21	7	15	7	1	.....	30	.....
Stratford, Collegiate Institute	141	39	15	1	10	10	75	5
St. Thomas, Alma College	25	14	11	9	14	12	60	9
St. Thomas, Collegiate Institute	119	49	36	15	9	8	117	1
Tilsonburg, High School	17	5	9	2	8	5	29	3
Vienna, High School	39	9	12	4	2	1	28	2
Waterdown, High School	22	14	17	6	6	8	51	1
Whitby, Collegiate Institute	66	14	28	4	4	8	59	4
Woodstock, Collegiate Institute	48	23	14	11	14	21	83	12
Total	2145	834	809	325	344	357	2669	149

TABLE.—*High Schools, Colleges, etc.—Advanced Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFCIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates taken.
		Shading Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total number of Proficiency Certificates.	
Belleville, Albert College	8	2	.....	....	1	2	5	.....
Lindsay, Collegiate Institute	1	1	.....	.....	1	.....	2	.....
London, Academy of Painting	8	3	4	2	1	.....	10	.....
Portage La Prairie (Lansdowne College), Manitoba	3	.....	.....	1	1	.....	2	.....
St. Thomas, Alma College	10	7	5	10	8	3	33	4
Waterdown High School	1	1	.....	1	.....	1	3	.....
Whitby Ladies' College	1	.....	1	.....	.....	1	2	.....
Total	32	14	10	14	12	7	57	4

TABLE.—*High Schools, Colleges, etc.—Mechanical Course.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates taken.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Number of Proficiency Certificates.	
Belleville, Albert College	6	.....	.....	.....	4	2	6	.....
Belleville, High School	2	.....	1	.....	.....	1	2	.....
London, Academy of Painting	2	.....	1	1	1	.....	3	1
Portage La Prairie, Lansdowne College, Manitoba	1	1	.....	.....	.....	.....	1	.....
St. Thomas, Alma College	9	1	.....	.....	6	....	7	.....
Total	20	2	2	1	11	3	19	1

TABLE.—*High Schools, Colleges, etc.—Special Subjects.*

NAME.	Number of Students for Examination.	Number of Certificates Taken.			
		Painting Oil Colors.	Painting Water Colors.	Modelling in Clay.	Total.
Belleville, Albert College	7	2	3	.....	5
Brantford, Ladies' College	2	.....	1	.....	1
London, Academy of Painting	8	1	.....	.....	1
St. Thomas, Alma College	7	6	4	1	11
Total	24	9	8	1	18

ART EXAMINATION, AUGUST 13TH, 1889.

Summer Session, Chautaugua Class.

WHERE HELD.	Number of Students for Examination.	Certificates Taken.						Number of Teachers' Certificates, Full Course.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard Drawing.	Total Proficiency Certificates.	
Niagara-on-the-Lake	13	7	8	7	8	6	36	6

MEDALS AND CERTIFICATES AWARDED 3RD JUNE, 1889.

Gold Medal.

Presented by the Minister of Education, for Advanced Course; industrial design, drawing from the antique, and original designs, Miss K. A. Buell, Brockville Art School.

Gold Medal Certificates.

Presented by the Minister of Education, for Advanced Course; drawing from the antique, Miss Beatrice Lukes, Toronto Art School; Miss E. Perkins and Miss M. A. Lyon, Alma College, St. Thomas.

Silver Medal.

Presented by the Minister of Education, for the best designs for Wall Paper and for Wood Carving, Miss Daisy Clarke, Toronto Art School.

Silver Medal.

Presented by the Minister of Education, for the best design for a Book Cover and for a Carpet, Miss J. Crysler, Belleville High School.

Silver Medal.

Presented by the Minister of Education, for the highest number of marks in the Mechanical Course, H. Helleyer, Ottawa Art School.

Silver Medal.

Presented by the Minister of Eucation, for Building Construction, Wm. P. Witton, Hamilton Art School.

Bronze Medals.

Wood Carving, J. Ferguson, Toronto Art School.

Painting on China, Madge Neilson, London Art School.

Painting from Life, Miss K. A. Buell, Brockville Art School.

Engraving on Wood, T. W. Elliott, London Art School.

Drawing from Life, O. E. Prudhomme, Ottawa Art School.

For the highest number of marks in the Primary Course in Mechanics' Institutes Ward Cutler, Preston.

For the highest number of marks in the Primary Course in High Schools, Miss Maude Wilson, Belleville.

For the Highest number of marks in the Primary Course in Art Schools, Miss Nellie Jeffrey, Toronto.

TEACHERS' PRIMARY ART CERTIFICATES (FULL COURSE.)

(Continued from page 186. Minister's Annual Report 1888.)

NAME.	ADDRESS.	NAME.	ADDRESS.
Males.			
Abell, Lewis P	Woodstock.	Moynes, Vivian	Belleville.
Abernethy, R. M	Woodstock.	Munroe, Jas	Parkhill.
Alexander, L. H	Owen Sound.	Murdock, Fred	Morrisburg.
Allen, Wilson	Seaforth.	McClean, W. A	Brockville.
Alton, W. A	Woodstock.	McGann, Wm	Caledonia.
Andrews, A	Niagara.	McGee, Harry	Amherstburg.
Beecksteadt, Ira W	Morrisburg.	McFarlane, Robert	Kincardine.
Bell, David A	Seaforth.	McIntosh, Alex	Woodstock.
Blair, W. J	Owen Sound.	McIntosh, Malin	Morrisburg.
Bosworth, Jerry	Aylmer.	McIver, D. D	Belleville.
Boyce, W. L	Belleville.	McKenzie, Alex	Kincardine.
Burgess, Frank	Aylmer.	McKenzie, Andrew McC	Hamilton.
Burwash, E J	Belleville.	McKenzie, Dan	Parkhill.
Caldwell, Wm	Aylmer.	McKerrold, Donald	Owen Sound.
Chalmers, Andrew	Stratford.	McLeod, Dan	Parkhill.
Chant, W. A	Belleville.	McLeod, Murdo	Seaforth.
Charlton, Alf	Parkhill.	O'Brien, Thos	Parkhill.
Clarke, Ross	Stratford.	Oliver, John	Woodstock.
Cooke, Chas	Brantford.	Page, John H	Waterdown.
Cutler, Ward	Preston.	Pearson, Frank	Woodstock.
Darling, Ernest	Aylmer.	Perry, Addie	Hamilton.
Davidson, John	Tilsonburg.	Plewes, J	Parkhill.
Dowkes, Wm	Owen Sound.	Pollock, J. E	Vienna.
Elliott, Hector	Seaforth.	Pond, Arthur	Caledonia.
Ellis, Herbert	Ingersoll.	Richardson, Geo	Whitby.
Evans, J. A	Aylmer.	Ritchie, Wm. J	Lindsay.
Falconer, C. S	Forest.	Robertson, Jas	Woodstock.
Falls, Alex. S. B	Amherstburg.	Rose, Cephas	Morrisburg.
Ferguson, Wm. A	Woodstock.	Rowan, S	Orangeville.
Findlay, Wellington	Kincardine.	Ruddick, Richard	Ingersoll.
Findlay, William	Caledonia.	Rutherford, W. J	Morrisburg.
Froats, Willis	Morrisburg.	Schmidt, George	Stratford.
Gee, W. H	Ottawa.	Scott, John D	Woodstock.
Gilfillan, J	Bowmanville.	Scouell, Holland R	Kemptville.
Gray, Neil	Parkhill.	Sheppard, Fred W	Berlin.
Greenwood, Wm. H	Whitby.	Stewart, Colin C	Owen Sound.
Haddlesay, W	Brantford.	Stokes, Thos	Barrie.
Hammil, Jas	Owen Sound.	Sutcliffe, J. F	Ottawa.
Hanson, Robert	Morrisburg.	Tomlinson, Wm. J	Amherstburg.
Harkness, Andrew	Iroquois.	Tugwell, Harry	Toronto.
Hotson, John W	Woodstock.	Wallace, Jas. A	Kemptville.
Howell, Wm	Seaforth.	Watson, Angus	Parkhill.
Hughes, Fred G	Berlin.	White, Arthur	Woodstock.
Husband, Wellington	Kincardine.	White, Frank	Aylmer.
Instant, Reginald	Kingston.	White, Octavus	Barrie.
Jackson, George	Aylmer.	Winter, George	Prescott.
Jansen, Chas. K	Elmira.		
Johnston, Francis	Whitby.		
Johnston, Frederick	Whitby.	*Females.*	
King, Herbert S	Toronto.		
Knight, Lewis	Kingston.	Bailey, Irene M	Amherstburg.
Kranz, W. G	Berlin.	Baker, Ellen E	Kingston.
Kumpf, George	Berlin.	Beaton, Helena	Kingston.
Latta, Samuel J	Seaforth.	Black, Thomasina	Morrisburg.
Lyall, W. E	Niagara.	Bower, Emma	Perth.
Malcolm, Wyatt	Vienna.	Bowerman, Lucy	Ottawa.
Marsellis, Eathen	Morrisburg.	Bradshaw, Mary	St. Thomas.
Marsh, John A	Belleville.	Brightly, Mary	Aylmer.
Medforth, W. J	Parkdale.	Buckle, Amy	London.
Meehan, John	Lindsay.	Calvert, Lizzie	Owen Sound.
Miller, Hincks	Aylmer.	Campbell, Maggie	Parkhill.
Morgan, H. H	St. Thomas.	Carmichael, Margaret A	St. Thomas.
Morton, F	Lindsay.	Cathro, Lizzie	Lindsay.

TEACHERS' PRIMARY ART CERTIFICATES (FULL COURSE).—*Continued.*

NAME.	ADDRESS.	NAME.	ADDRESS.
Females—(Continued).			
Chadwick, Jean Logan	St. Thomas.	Metcalfe, Emma	Belleville.
Chambers, Annie	Owen Sound.	Miller, Maggie	Owen Sound.
Clark, Daisy	Toronto.	McCaughey, Mamie E. B.	Belleville
Claxton, Nellie	Stratford.	McDiarmid, Jean	Owen Sound.
Craig, Ida	Belleville.	McGregor, Annie	Seaforth.
Crysler, Jessie	Belleville.	McGregor, Annie	Toronto.
Cunningham, Annie	Perth.	McKenzie, Margaret	St. Thomas.
Dawes, Annie	Ottawa.	Neish, Laura	Kingston.
Fleming, Augusta	Owen Sound.	Perkins, Elizabeth M	St. Thomas.
Fleming, Mattie	Owen Sound.	Pooke, Bella R	Perth.
Foster, E. M	Toronto.	Powell, Minnie	Kincardine.
Frost, Mary	Belleville.	Redmond, Nellie	Ottawa.
Fursman, Mattie	Brownsville.	Richardson, Annie	Owen Sound.
Geeson, Jean E	St. Thomas.	Ridley, Catherine O. B	Hamilton.
Gibson, L	London.	Robertson, Ella S	St. Thomas.
Glass, Cassie	Owen Sound.	Ross, Birdie	Toronto.
Gower, Pattie	London.	Saunders, Rose	Toronto.
Greenham, Carrie	St. Thomas.	Schooley, Susie	Aylmer.
Gunn, Hughina	Kincardine.	Sinclair, Isabella	London.
Hamilton, Augusta	Hamilton.	Sing, Rebecca L	Singhampton.
Hammond, Clara	Aylmer.	Skelton, Minnie	London.
Hanes, Maggie	Morrisburg.	Skeene, Belle	Owen Sound.
Harrison, Bertha	Milton.	Smith, Cora	Amherstburg.
Henderson, Bena	Milton.	Stripp, Ethel Blanch	St. Thomas.
Jeffrey, Nellie	Toronto.	Walker, Mary	Perth.
Kelly, Maria	Woodstock.	Watson, Jennie	Parkhill.
King, Maggie	Owen Sound.	West, Lottie	Tilsonburg.
Kinnery, Kate	Brockville.	Wey, Lillie	Toronto.
Lennox, Lizzie	St. Mary's.	Widderspin, Mamie E	Amherstburg.
Lloyd, Minnie	Belleville.	Wilson, Maud	Belleville.
Lochead, Annie	Parkhill.	Yarwood, M. C. St. George	Belleville.
Lukes, Beatrice	Toronto.	Young, Nettie	Owen Sound.
Merkley, Lillie	Morrisburg.		

Advanced Course, Teachers' Certificates.

Hannah Breden, Kingston.
Maggie Brophy, Kingston.
K. A. Buell, Brockville.
Jean. Logan Chadwick, St. Thomas,
Helen Fraser, Kingston.
Clara Galbraith, Hamilton
Herbert S. King, Toronto.
M. A. Lyon, St. Thomas.
Carrie Marsh, Toronto.
Lottie McIntyre, St. Thomas.
E. M. Perkins, St. Thomas.
May Powell, Kingston.
Annie Strong, Toronto.
Annie S. Wrenshall, Kingston.

Mechanical Course, Teachers' Certificates.

Edwin R. Babington, Toronto.
Walter Hall, London.
S. K. Davidson, London.

REPORT OF THE BROCKVILLE ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

SIR,—On behalf of the Directors of the Brockville Art School, I beg to submit the following report for the year just ended, 1888-9:

The following gentlemen constituted the board for the year, viz:

Neil McLean, President; Judge Reynolds, Vice-President; James Fulford, Treasurer; G. C. McDean, Secretary; G. T. Gorrell, F. B. Colcock, T. G. Cooke, W. C. Austin, Directors.

The new rooms in the Comstock Buildings are a vast improvement on the old rooms, the light being exceptionally good. The prospects for a large increase of pupils for next season are very good. This is no doubt owing to the efforts of our Principal, Mr. Percy Woodcock, in so successfully training one of our pupils, Miss K. A. Buell, as to enable her to capture the gold medal offered in competition to all the schools in the Province.

The classes were attended as follows:

Day Classes.

Primary course	40 lessons	5 pupils
Advanced course	40 "	10 "

Evening Classes.

Primary course	40 lessons	40 pupils
Advanced course	40 "	5 "

The pupils represented a fair share of the various trades and employments of this town, consisting of moulders, machinists, painters, photographers, jewellers, various descriptions of mechanics, clerks, students, etc.

TREASURER'S STATEMENT.

Receipts.

Pupils	$200 00
Government grant	400 00
Certificates	38 00
	$638 00

Expenditure.

Printing and advertising	$16 00
Stationery and postage	7 00
Janitor	21 00
Travelling expenses	18 50
Examiner and express charges	19 50
Cartage, etc.	3 00
Paid to Institute	60 00
Principal	382 00
Rent, fuel, etc.	100 00
Gas	8 00
Window Screens	3 00
	$638 00

A. C. McLEAN,
Secretary.

Brockville, May, 1889.

REPORT OF THE HAMILTON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

SIR.—On behalf of the Directors of this Art School I beg to submit the following report for the school year just closed, 1888-89:

The following gentlemen constituted the board for the year:

Lieut. Col. the Hon. J. M. Gibson, President; B. E. Charlton, Vice-President; W. A. Robinson, Secretary-Treasurer; Samuel Barker, A. T. Wood, Thomas McPherson, Rev. S. Lyle, B.D., W. H. Judd, R. Fuller, Hugh Murray, William Doran (Mayor), S. F. Lazier (Chairman of the Board of Education), Directors.

The rooms at the Canada Life Assurance Company's building have again been used, and found convenient in most respects, though entailing a very heavy rental of $700 a year.

Better work by far has been done this year than in previous years, under Mr. S. John Ireland, Principal (late bursaried student and Assistant Art Master at South Kensington, late Principal of art schools at Barrow, Barristaple and Ilfracombe, England, late Lecturer and Deputy Professor, King's College, London, England, and at present Examiner for the city of London and Birkbeek colleges.) Mr. A. H. H. Heming has also continued to act as assistant teacher during the year.

The classes opened on the 12th September, 1888, with an exhibition of the work done during the previous year, and the vacation Sketching Club work. The prizes and certificates were then distributed.

The attendance at all classes has been better than in any former year, and continued till June 29th, 1889.

The total number of individual students enrolled during the year is 167, showing an increase of 37 over last year, the increase being mainly derived from the industrial classes.

It is satisfactory to note a tendency on the part of students to appreciate the value of the work and to more thoroughly train themselves, so that drawing may be of assistance for business enterprises rather than for the acquisition of an accomplishment. Students who intend following the professions of architects, engineers, decorative artists and lithographers, have been working in the school every day of the week, and some have worked all day; the class for painting from the living model has been again a feature of the school; the Saturday class for juniors and teachers is doing good work—those who have attended it only for two or three years obtained a thorough grounding, and now find the more advanced stages comparatively easy.

Sixteen Model School teachers attended a short course of lessons specially adapted to train them for teaching drawing in the public schools. It is greatly regretted the course was not longer.

The number of individuals attending the various classes was:

Saturday class, juniors and teachers	46
Tuesday and Friday afternoon class, with daily practice	38
Life class, Tuesday and Friday, all day, with daily practice	9
General evening class	69
Plane and solid geometry class, Wednesday evening	42
Technical class, Monday and Thursday evenings	20
Model teachers' class	16
Total entries	240
Excess over last year	58

The following is the number of pupils who received instruction during the year in the department of study named :

Freehand from copies	108
Model drawing	84
Primary perspective	37
Advanced "	9
Practical architectural perspective	2
Drawing flowers from nature	22
Ornamental design	15
Designing furniture	2
" wall paper	4
" for carved panels	8
Lithography	2
Etching on copper	1
Wood carving	1
History of art	10
Machine drawing	18
Projection of shadows	6
Architectural drawing and construction	5
Shading from copies	20
Book illustration	2
Sepia (from cast)	9
Civil engineering	2
Primary plane geometry	28
Advanced and descriptive geometry	19
Memory drawing	75
Outline from the cast	41
Shading from the cast	35
Drawing and shading from the antique figure	18
Oil painting from copies	3
" " still life	7
" " landscape from nature	7
" " from life	8
Water color, still life	3
" " from life	1
" " landscape nature	5
" " from copies	4
Historic ornament	2
Drawing from life	5
Oil monochrome (from cast)	8
Artistic anatomy	7

William P. Witton gained the silver medal for architectural and machine drawing.

New copies, boards, easels, etc., have been added to the equipment of the school, to meet the requirements of increased attendance.

The art Exposition undertaken by the ladies of the city, with Mrs. Adam Brown as president, and opened by their Excellencies the Governor-General and Lady Stanley, at the new Drill Hall, was a great success, artistically and financially, and has been the means of establishing the Hamilton School as a permanent institution in this city.

The fees received from students for the year exceed those of the previous year by $257.07.

The following is an abstract of receipts and expenditure for the year :

Receipts.

Students' fees	$1,275 12
City grant	300 00
Interest, etc.	75 50
Government grant	400 00
Government grant for certificates	148 00
Members' annual fees	31 00
	$2,229 62

Expenditure

Salary of Principal and assistant	$1,274 27
Rent	700 00
Gas	60 44
Advertising, printing and stationery	69 50
Furnishing, equipment, etc.	19 05
Sundries (including hire of living models)	62 79
Balance in hands of Treasurer	43 57
	$2,229 62

W. A. ROBINSON,
Hon. Sec.-Treas.

Hamilton, May, 1889.

REPORT OF THE KINGSTON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

SIR,—I have the honor to submit herewith the report of the Kingston Art School for the session of 1888-89.

The Board of Management for the present year is : R. T. Walkem, Q.C., President ; the Rev. Principal Grant, E. H. Smythe, Q.C., R. S. Dobbs, F. J. Leigh, R. V. Rogers, G. E. Hague, Miss Gildersleeve, Miss Maud Betts, Miss Ella Fraser.

Charles E. Wrenshall remained in charge as Principal, and his instruction, care and advice were appreciated by the students, whose satisfactory progress during the session has been ample recognition of his efforts in their behalf.

The session commenced October 1st, 1888, closing June 1st, 1889, and during the whole term the interest in the classes was fully maintained.

At the examination held in the school in April about 60 pupils presented themselves, nearly one-third of those who had given in their names being absent from various causes ; the number of certificates received being as follows :

Advanced art course	23
Mechanical course	7
Primary course	61

Four pupils completed their advanced art course, and five (5) their primary course.

No pupil of the school competed for any of the medals or special prizes offered by the Department, but many contributions were sent from the school to the exhibition held in the Education Department in Toronto in oils and water colors, pastel and crayon drawings.

The number of pupils attending during the session was:

Afternoon drawing classes	29
Evening drawing classes	62
Painting classes	22

The following is a statement of the receipts and disbursements to date:

Receipts.

Fees from pupils	$338 40
Members' fees	*nil*
Government grant	500 00
Balance brought forward	39 01
	$877 41

Disbursements.

Printing and advertising	$ 25 10
Rent, etc	100 00
Examiners' fees, etc	11 30
Express charges, postage, etc	1 70
Salaries	700 30
Balance on hand	39 01
	$877 41

W. B. WATERBURY,
Secretary.

Kingston, June, 1889.

REPORT OF THE LONDON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

SIR,—On behalf of the Directors of the Western Ontario Art School, I have the honor to submit the report of the school for the year ending May 1st, 1889.

The names of the members of the Board for the year were: Col. Walker, President; James Griffiths, R.C.A., 1st Vice-President; Col. Lewis, 2nd Vice-President; ex-Mayor James Cowan, Daniel McKenzie, George Durand, C.E., Thomas Tracy, C.E., W. C. L. Gill, Wm. Boman, W. R. Meredith, M.P.P., John Marshall, Talbot Macbeth, E. T. Essery, John R. Peel, F. Leonard, John H. Griffiths, Directors.

The school term from October to January was attended by 25 pupils, and from January to March by 31 pupils. There was also an extended term from March to April. This term was held so as to enable the students to prepare for the approaching examination. There have also been extra afternoon or day classes, at which oil and water color and china painting have been taught, and quite a large number have attended these classes.

On examining the financial statement I have the honor of submitting, it would appear that we have a balance of $3.42; but it will be seen that I have only charged rent paid for three-fourths of the year, the first quarter being paid and charged in my last statement, April, 1888. Had that amount been charged in my present statement, it would have left us in debt $40.33.

FINANCIAL STATEMENT.

Cr.

By balance. as per last statement	$ 23 46
Fees from pupils	161 00
Government grant and fees for certificates	462 00
Interest	10 04
	$656 50

Dr.

To paid rent for three-quarters of year	$131 25	
Printing, stationery, etc	29 70	
Insurance	6 00	
Gas	29 25	
Fuel	13 60	
John R. Peel, salary	154 50	
John H. Griffiths, salary	154 50	
Secretary-Treasurer; salary	50 00	
Mr. Boyle, for examinations, 1888	12 65	
Mr. Dearness, for examinations, 1889	9 60	
Sundries, models, cleaning school, postage, etc	23 17	
J. S. Dewar, Auditor, for 16 months	7 50	
Balance in bank, April 17th	31 36	
		$653 08
Balance		$3 42

JOHN H. GRIFFITHS,
Secretary-Treasurer.

London, May, 1889.

REPORT OF THE OTTAWA ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

ART ASSOCIATION OF OTTAWA.

Founded, 1879. Incorporated, 1883.

PATRON—His Excellency Lord Stanley of Preston, Gov.-Gen.

PRESIDENT—Sir James Grant.

SIR,—In conformity with your request I have the honor to submit the following as the report of the Art Association of Ottawa for the year 1888-9, more especially with regard to the Art School—the main feature of its operation—the 10th session of which is just closed.

The Association consists of 33 life members, (donors of $50.00 and over), two having been added during the year, and 37 ordinary members, (subscribers of $5.00). Its affairs are managed by a board of directors, the president being Sir James Grant.

The teaching staff last session consisted of 4 paid masters, and an instructress in art needlework, unpaid. The following list gives their names and departments of study:

Life, Oil and Water Color Painting, Drawing from the antique, and draped figure,	MR. FRANKLIN BROWNELL (Pupil of Bouguereau and Bonnat, and an exhibitor in the Paris Salon.)
Design, Freehand and Architectural Drawing—Evening Class	MR. FENNINGS TAYLOR. (Certificated by the Ontario Government School of Art.)
Mechanical Drawing, Locomotive and Stationary Engine and Mill Work,	MR. J. B. LAMB Engineer
Practical Geometry and Perspective,	MR. J. T. BOWERMAN (Certificated by the Ontario Government School of Art.)
Art Needlework	MISS BARRETT

The school session opened on the 1st November, 1888, and closed on the 30th April, 1889, a term of six months.

Classes were held each week day morning from 10 to 1, and evening, from 7 to 10. A sketch class for rapid work from the draped figure met on two afternoons, and the art needlework class was held on two afternoons in each week. The fees charged were as follows:

Advanced Course, less one-fourth to members,	5.00	a month.
Elementary Course,	2.50	"
Night Industrial Course	1.00	"
Art Needlework	1.50	"

The total number of individual students attending was 83, of whom the following is a classification according to subject:

Life, nude and draped	8
draped only	6
	14
Oil colors	7
Water colors	8
Antique Cast	22
Freehand	24
Design	12
Architecture	14
Machine drawing	17
Geometry	14
Perspective	14
Art needlework	56

At the close of the session the usual Government examination, lasting three days, took place, the result being that 83 Government certificates of proficiency were gained; also the following Government medals, offered in competition with other art schools of the Province:

1. Bronze medal and special certificate for best drawing from life—Mr. O. Prudhomme.

2. Silver medal and special certificate for the highest number of marks in the mechanical course—Mr. N. Hillyer.

It is understood that the work of two competitors of this school for the gold medal has been barred owing to the fact that, through non-apprehension of the requirements of the Department this year, no outline drawing from the antique cast (except that done

during the examination), was sent up. It is not, it should be observed, the system of the school teaching to draw an outline from the cast, but had the wishes of the Department been understood, they would have been met.

At the request of the Education Department, specimens of the school work of the year to the number of 283 were sent to the recent exhibition in Toronto, and met with warm commendation, though some of the most advanced students were, unfortunately, not represented. On the whole, it is considered that the association may be congratulated on the results of the year, regarded from the art standpoint, the quality of the work done giving evidence of intelligent apprehension of sound principles on the part of the students, and promising well for the developments of next session.

His Excellency, Lord Stanley of Preston, has kindly consented to assume the position of patron of the Association, making the third in the line of Governors-General of Canada who have so honored our institution, and encouraged by this evidence of their sympathy the important movement for art training in the country of which the society is now one of the oldest centres. His Excellency was pleased to present the prizes gained this year, he himself being one of the donors. The presentations were made on the 3rd of May.

The Governor-General was accompanied by Lady Stanley and Miss Lester, Capt. Colville, military secretary, General Sir John Ross, and Capt. Jenkins, A.D.C., Sir Frederick and Lady Middleton.

The vice-regal party spent some time in examining the studies and the fancy needlework, after which the President, Sir James Grant, on behalf of the Association, read an address of welcome.

In reply, His Excellency assured the assembly that although he did not bring to the task the same qualifications as, perhaps, his more fortunate predecessors possessed, he yielded to none in the interest he felt in the Association, and the pleasure which Lady Stanley and himself had experienced in examining the works which hung on the walls. The president had referred to the difficulties which art in a country like the Dominion had to contend with. There was a danger—over-rated perhaps, but at the same time a present danger—that in the struggle for the development of material resources, and the promotion of commercial prosperity, art might be put, to some extent, on one side, and that it might not obtain that recognition which it had been its more fortunate lot to receive in countries of older settlement. At the same time he thought there was a tendency amongst many persons to exaggerate this danger. He spoke, of course, from a very limited acquaintance, but in those cities he had visited in the Dominion he had found everywhere the desire expressed to recognise the claims of art alongside those of commerce and of industry. It was very fitting, therefore, that the Capital of the Dominion should, in this respect, take no secondary position, and that the Art Association of Ottawa should endeavor to place itself in the foreground of that which is to lead to artistic eminence. He was glad, while speaking to so many who were not adopting art of necessity or devoting themselves to it as a profession, to be able to say that they would be able to find here that encouragement, and receive that training which, should occasion arise, would lead to the development of their talent into artistic and paying work. He observed with satisfaction that there was a still larger and increasing class, who were endeavoring to bring into the affairs of ordinary life those principles of art which tended so much to polish our surroundings.

While not able to express any authoritative opinion as to the sketches and drawings on exhibition, it seemed to him that in many there were evidences of ability and signs of promise. He hoped that those who had been induced to take part in the course of the past year would continue their studies, and would prosecute them steadily. With regard to needlework, a competent authority, Lady Stanley, had informed him that there were many works, which, in design and execution, rivalled some of the best productions of this continent. A hope was expressed in the address that the promotion of such schools should receive encouragement from the Atlantic to the Pacific. Strange to say, he believed that hope had been realized, for he heard of enquiries addressed on the one hand

from Halifax, and the other from the city of Vancouver as to the working of the Association, with a desire to copy its rules, and imitate its progress and efficiency. He hoped to be able to congratulate the president, in future years, on the prophetic spirit he had indulged in in the address. After some appreciative observations by Sir John Ross, His Excellency handed to the several successful students the prizes gained, and the proceedings closed.

Extract from Annual Report to the Members of the Art Association.

Your directors have again this year, and in concurrence with other Art Schools of Canada, endeavored to obtain at the hands of the Dominion Government such pecuniary assistance in aid of their work as is so freely given by the governments of all the leading countries of Europe to similar institutions. The petition, though strongly presented by a special deputation, failed to effect its purpose. The recognition of art, however, by the main governing body of this country as a feature of the national life that cannot be ignored, is simply a question of time, and the government of Canada will, beyond doubt, some day be glad to encourage a study on which the trade and commerce, and individuality of a country must, as it develops, so largely depend.

The same remark applies to the municipality of this city; and though it must be noted with satisfaction that the question is not regarded with the indifference of former years, the lead set by over 200 municipalities in France, and our own Canadian city of Hamilton, which subsidizes to the extent of $300 a year the art school of that place, has not yet been followed.

Again, the directors have been unsuccessful so far in obtaining from the Provincial government a larger subsidy than that now given; but there should be recorded the hearty sympathy shown by the Hon. the Minister of Education in the progress of the several Art Schools of the Province and country, the efforts he has made to create interest in the subject by exhibitions of students' work and otherwise, and generally the practical assistance he has afforded to this school, amongst others, in furtherance of the objects it has in view.

In concluding the present report, the Association has to be congratulated on the fact that the session now closed was the tenth of a series of sessions of the school, continued year by year, since 1879, when the Society was founded; and that despite much difficulty and many prognostications of failure, the Association will begin its second decade with well justified hopes, fair assets, considerable experience, and a large number of friends.

As to the results of its work it can point to some hundreds of students who have, at one time or another, profited by its teaching in greater or less degree, in some cases without cost, and to the improvement in the general tone of judgment and taste in matters artistic observable, as a direct or indirect consequence. It can show no less than eight of its students, who, through the education it has given, have been able to make their art knowledge remunerative by teaching. One of the leading great American illustrated magazines has accepted and paid well for work from the pencil of a pupil of our school; while such has been the kindly, flattering estimate formed of us abroad that we have been honored by applications for details of our system of management for then projected but now live and vigorous schools on both the Atlantic and Pacific coasts.

These results have not been obtained without unceasing care from our very able staff of teachers; and the recognition of the services of those ladies and gentlemen who have placed their talents at our disposal in this connection is imperative. It is the ability, tact, discretion and conscientious perseverance of the teacher that makes the success of an institution of this kind, to an extent almost beyond belief except by those who have suffered from their absence, and it is to be trusted that the importance of this point will, if our school is to flourish, never cease to be borne in mind by its directors.

Subject to a mortgage of $4,000, the Association owns the property it occupies, the buildings on which have been largely extended to meet the necessary requirements.

TREASURER'S STATEMENT.

Receipts.

Balance from previous year	$15 83	
Grant, Royal Canadian Academy, '87-88	150 00	
" " " '88-89	150 00	
Provincial Government Certificates, '87-88	30 00	
Donations	305 00	
Subscriptions	185 00	
School Fees	547 25	
		$1,383 08

Expenditure.

Payments on old accounts	$461 54	
Salaries of teachers	1,006 50	
Disbursements for life models and still-life studies	70 00	
Government examiner	10 70	
Fuel for season	145 47	
Interest on mortgage	240 00	
Water rates, etc., '88-89	18 97	
Sundries, including washing and cleaning	17 30	
		$1,970 48

FREDERICK A. DIXON,
Secretary

Ottawa, May, 1889.

REPORT OF THE PARKDALE ART SCHOOL FOR THE YEAR ENDING APRIL 30TH, 1889.

SIR,—I beg leave to submit the following report of Parkdale Art School for 1888-89.

At a public meeting held on Sept. 11th, 1888, it was decided to establish an Art School in Parkdale; but owing to agitation in municipal affairs, (annexation of Parkdale to Toronto,) it was not ready for work until Dec. 4th, on which day it was opened. It was closed for the season on May 4th.

The teachers were Mr. F. M. Bell-Smith, principal, and Mr. E. R. Babington, teacher of mechanical drawing. They have both proved themselves competent instructors, and although the school has been open for a few months only, the good results of their teaching are fully manifested.

To encourage art study, the following prizes have been offered for local competition :—

A gold medal by Major John A. Carlaw, the late president, for painting in oil or water colors, to be won by the same pupil two years in succession.

A silver medal by Alderman G. J. Booth, for drawing from life and shading from the flat.

A silver medal by Mr. George Sinclair, treasurer, for architectural drawing.

A box of instruments by Mr. John Inglis, president, for machine drawing.

Mr. F. M. Bell-Smith, principal, offers one of his own paintings for freehand, perspective, geometry, and design.

Examinations for these prizes are now in progress.

There were 84 students in the two terms, 33 females and 51 males. Of these there were :—

24 Public School pupils.
8 High " "
20 Mechanics.
8 Clerks and book-keepers.
10 Teachers.
14 Students and amateurs in art.
48 Attended evening classes.
15 " afternoon "
23 " morning "
61 Studied in the primary course.
32 " " advanced "
16 " " mechanical "
11 " " special subjects.
50 were aged 15 years or over (not H. S. or P. S. pupils.)
18 " " " and were H. S. or P. S. pupils.
16 were under 15 years of age.

The number of two-hour lessons was :—

60 Evening.
60 Afternoon.
20 Morning.

140—Total.

The first annual meeting was held in the Art School on May 17th, 1889. Major Carlaw, the late president, having declined nomination, Mr. John Inglis was unanimously elected president. Mr. Geo. Sinclair, treasurer, and Mr. R. W. Hicks, secretary, were both re-elected. The other directors chosen were Major John B. Carlaw, Messrs. J. Dilworth, J. Hunter, J. W. St. John, L. E. Embree, B.A., J. W. Narraway and E. Terry.

The receipts were :—

Fees	$321 70
Municipal grant	600 00
Subscriptions	7 00
Bank accommodation	200 00
Total	$1,128 70

The expenditure was for :—

Salaries, fuel, gas, alterations, equipment and, bank discount...	$941 50
Balance on hand	187 20
Total	$1,128 70

While this shows an apparent balance on hand the Art School is really indebted to the directors for the amount of the bank accommodation.

The directors were unanimous in the opinion that, considering the great expense involved in properly equipping and maintaining art schools, also the importance of these schools in fostering a taste for art, and in their influence in raising the value of the products of skilled labor, the amount of the government grant is insufficient, and the directors would strongly urge the advisability of a much larger grant being given by the Department for this branch of education.

R. W. HICKS,
Secretary.

Parkdale, May, 1889.

REPORT OF THE TORONTO ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1889.

SIR.—In making the annual report for the past year's work the Directors beg to submit the following :

This School has been opened and day and evening classes conducted from September last. It has given three full courses of thirty lessons each, day and evening, in all the branches set down in the regulations, in addition to special subject courses which include the higher departments of Art. The aim being to keep the advantages of the school open to the public during the whole of the academic year, there have been, up to the present time, three full terms, and the pupils are well into the fourth term which ends in July. In the West End Branch of the school the same regulations are also in force.

In a large city like Toronto, where rents are so very high and the sources of income so limited and precarious, the Directors experience great difficulty in procuring proper equipment as well as in paying talented teachers suitable remuneration, two of the most important factors in the success and practical usefulness of an Art School.

An effort was made in the early part of the season to enlist a more lively interest in the work among the artists and throughout the public by forming an Art Association, in the hope that by a united effort the work of all might be lessened ; but, owing to the want of a permanent financial foundation, the movement did not arouse the interest contemplated. In order to accomplish this at the annual meeting a resolution was passed that advantage be taken of the Amendment to the Free Libraries Act, passed during the last session of Parliament, with the hope that Industrial Art teaching in this city would be something commensurate with its dignity and importance in other respects. In the event of this not being accomplished before the next session opens in September the Directors confess their utter inability to conduct the work in accordance with their wishes and the regulations, without a material increase in the Government grant.

The West End Artizan's School of Drawing and Designing, under this Board, being in the centre of the artizan population, has done a large and useful work, and its success fully justifies the decision to open a school among the working classes, and also points the direction to which Government assistance should go in reaching the classes most deserving education in practical Industrial Art work. Without the grant heretofore given to this school it would not be in existence and doing the splendid work that it is accomplishing. A perusal of the report of this School will justify the contention that no Art School in Ontario has done more meritorious work or made such rapid progress.

The Directors desire to express their cordial approval of the management of the Principal of the Central School, Mr. W. Scott, and of Mr. E. R. Babington, Principal of the West End School. The progress made under their tuition in all the practical branches was rapid and thorough.

In conclusion the Directors desire to impress the Honorable the Minister of Education with the great necessity of placing this department of our system of education upon a basis which will yield larger results to the communities in which Art Schools are in operation, and they recommend that the equipment of these Schools should be a first consideration, and the supply should be bought from the Government on terms of easy payment or a portion deducted annually from the Government grant.

WEST END BRANCH.

The principal reports that the work done during the past year has been highly satisfactory, and the benefit derived at the conclusion of the regular course was so satisfactory to the students themselves that it was resolved to continue the session for another term ending in July next, which makes the work done by this School really amount to that done by other schools in TWO YEARS.

Situated as it is in the heart of the artizan community of the western portion of the city, it has been unanimously acknowledged to have been of great value to them. The

leasing of Crocker's Hall, and the establishment of day classes as well as the evening ones have been amply justified. Prominent manufacturers have presented valuable machine and architectural models to the school, and in many ways have shown their appreciation of the work and their interest in its welfare.

It was supposed that the establishment of an Art School in Parkdale (a mile or so west) would materially affect the attendance. This has not been the case, as this school works almost entirely on practical and technical Art work and does not devote much attention to high Art studies. The attendance has not decreased, but considerably increased.

After last year's session closed part of the students' work was entered in competition with that from other and older schools, for prizes in the Industrial Exhibition and it is with much satisfaction you will hear that we took the four highest prizes in Architectural and Machine Drawing. The number of admissions for the four terms of the past year were 123, which would be about 62 for the two sessions required by the regulations.

The attendance has been very regular indeed, and the number of students on the register is 62, of whom no less than 12 machinists, 14 carpenters, 4 bricklayers, 4 plasterers, 2 painters, 3 lithographers and engravers, 2 wood carvers, 1 builder, 2 typewriters, 1 book-keeper, 1 designer, 1 clerk, 15 at home. The above shows how essentially practical the character of the school is.

Compared with last year's work all that was anticipated of it has been realized, and a useful and beneficial future is in store for the school.

So far as equipment is concerned it may be safely said that for all branches of an industrial and practical character the West End School is superior to any Art School in Ontario.

At the last Government Examination 25 of the students took 44 papers, and many more were prevented from entering owing to being unable to leave their daily employment for the three days, which, to the artizan, is a serious matter. Some provision to meet this inability to take examinations should be made by the Minister of Education.

The amount of fees received to date is $446, owing to the school being composed largely of night students and the fees having to be set to a low figure for them. This amount without the usual Government grant is quite inadequate to carry on this most necessary labor among the working men.

FINANCIAL STATEMENT FOR YEAR ENDING 30TH APRIL, 1889.

Receipts.

Students' Fees	$1,683 10
Government Grant	400 00
" "	200 00
Certificate Money	120 00
	$2,403 10

Expenditure.

Salaries	$1,309 07
Rent	680 00
Sundry Accounts	414 03
	$2,403 10

Liabilities	$661 14
Assets	300 00

H. W. DAVIES,
Sec.-Treas.

Toronto, May, 1889.

Report of the Ontario Society of Artists for the Year ending 30th April 1889.

Sir,—On behalf of the Executive Committee I beg to submit the following report:—

The Society has found the past year a critical period. Deprived of our gallery, we have been unable to take our proper stand before the public, and a loss has been felt by both artists and patrons of art. Your committee has been fully alive to the importance of securing suitable rooms for a gallery; places have been inspected, but nothing has yet been met with. The idea of erecting one of our own is beyond the reach of the profession unless liberally aided by the art lovers of our city, as such a movement must be made almost entirely by residents of Toronto. However, it is very satisfactory to note that the members of our society are full of enthusiasm and are looking into the future with confidence.

During the year our membership has been increased by the enrolment of three new names.

Sales of work have not been numerous, which induced a number of our members to band together in the attempt to dispose of works by auction sale in December last, but the result was far from satisfactory.

Our last exhibition, held in conjunction with the Royal Canadian Academy in May last, was very satisfactory as regards quality of work.

At the Industrial Exhibition last September the management made a return to the system of prizes for professional work, which caused some of our members to decline exhibiting, and others who did exhibit, to withhold their work from competition. Your committee would earnestly protest against the injurious system of putting professional work in competition.

A movement has been commenced to form an Art Association in Toronto, managed by representatives of the Art School, our own society, the Royal Canadian Academy, and commercial bodies interested in art. Our society was prepared to assist the movement, but it failed through lack of interest generally. Our society rejoices in any indication of the advancement of Art feeling and appreciation in our Province.

The Art Union conducted in connection with our society has been re-opened with very encouraging success. Our members have contributed generously to the portfolio, and our honorary members have responded to the call in a commendable manner. The tickets sold amounted to $2,000, for which the subscribers received $800 in prizes and $1,200 in sketches, all expenses being paid by the artists. Our influence, through the means of the Art Union, has been felt in the past, and should be increased with the extension of the city and growth of population in the country. This is looked for in the coming year.

During the past winter the monthly meetings have been of a very interesting and profitable character. In addition to the business which usually comes before us, we have been delighted by able papers, read by members, on "Art in its influence on Society," "Portraiture," "Artists' rambles and observations in New Zealand and the Rockies." Sketches have been made and submitted for criticism which have found their way into the portfolio or the walls of our present exhibition.

It is proposed to extend the pleasure and influence of these gatherings during the coming year by giving our honorary members and friends an opportunity of meeting with us once a month, instead of once a year, and we confidently expect by this increased intercourse to stimulate amongst our citizens a love for Art and a desire to possess the work of Ontario painters.

Statement of receipts and expenditure for year ending 30th April, 1889 :—

Receipts.

Balance at bank	$ 249 40
Provident fund, retransferred	546 02
Members' subscriptions due 1st January, 1889	106 50
Government grant	500 00
Sundries	8 00
	$1,409 92

Expenditure

Rent	$ 171 66
Heating aud light	21 30
Stationery and portage	10 00
Law costs	15 00
Cartage	7 00
Industrial Exhibition liabilities in part	456 01
Old School of Art account	99 85
Balance in bank and on hand	629 10
	$1,409 92

WILLIAM REVELL,
Vice-President.

Toronto, May, 1889.

APPENDIX L.—*SCIENTIFIC SOCIETIES.*

Report of the Canadian Institute, Toronto, for the Session 1888-9.

(*This Report is printed separately.*)

Report of L'Institut Canadien-Français de la Cité d'Ottawa, for the Year ending 30th April, 1889.

Sir,—I have the honor to submit the following "Report of l'Institut Canadien-Français de la Cité d'Ottawa," for the year ended 30th April, 1889.

The following is a list of the officers for the year :—

E. Roy, President.
J. L. Olivier, 1st Vice-President.
Ol. Durocher, 2nd Vice-President.
Chas. Béroard, Secretary.
L. J. Casault, Assistant Secretary.
All. Dion, Treasurer.
Nap. Champagne, Librarian.
F. R. E. Campeau, Curator of Museum.

S. Drapeau.
P. H. Chabot.
A. D. Richard.
A. Champagne.
O. McDonnell.
J. D. Gareau.
} Councillors.

Since the renting of the premises situated on Sussex Street, the Board of Directors has endeavoured to curtail the expenses so as to ensure the existence of our Institution, which had been so badly shaken by its past misfortune, and it is due to this step and to the generous grant of the Government that the Institute has been able to maintain itself.

Evening Classes

In accordance with the suggestions made by the worthy Government Officer, Dr. May, evening classes in mathematics, mineralogy, drawing, etc., were established, but, I regret to say, that for want of proper accommodation and other reasons beyond the control of the directors, they were not successful, and had to be discontinued. It is gratifying to state, however, that the Literary Course was well patronized and continued throughout all the winter months.

Lectures.

A very successful course of lectures was given on different subjects connected with Science, Art and Literature by the following gentlemen, viz: Rev. Father Fillâtre, D.D., O.M.I.; A. N. Montpetit, Napoléon Champagne, S. Drapeau, Chev. F. R. E. Campeau, and others.

Library.

Our Library was increased to the extent of over one hundred and fifty volumes, pamphlets, etc., received from the various literary and scientific societies, chiefly of Europe, with which our society has established relations; and these together with what was saved from the fire of 1887, are now on the new shelves of the glass cases supplied gratuitously by "*Le Syndicat Canadien-Français*," formed last year for the express purpose of aiding this Institute in its misfortune.

Reading Room.

This part, I must admit, has not altogether reached our expectations, and has slightly diminished rather than increased in importance on account of some newspaper publishers refusing to send their papers free.

Museum.

On the other hand, this branch seems to have made more progress than ever under the supervision of our new Curator Chevalier F. R. E. Campeau, who is a renowned numismatist.

Apart from the various specimens of mineralogy, natural curiosities and ancient relics which have been carefully arranged on shelves, we have added to our collection of medals presented last year by Messrs. P. W. Ellis & Co., of Toronto, a splendid collection of silver and bronze military medals and badges, generously offered by Messrs. Henry Jenkins & Sons, of Birmingham, England, and a few copper coins given by private members.

Finances.

The financial position of the Institute is not as yet anything like what it was before the loss of our building. Our ground lot and remaining walls of the burnt building were sold by auction, and did not even cover the amount of the first mortgage. But we have purchased, for the sum of one hundred dollars, the only mortgage of $585, which existed against us, and now, with a little energy on the part of our members, and due consideration on the part of the Government, I expect that the Institution will again flourish.

The following statement of receipts and expenditure will show that we have still a deficit of $211.38, but were it not for the outstanding debt of last year which we had to pay, and which amounted to $254.79, we would have a surplus of $43.32 this year

Receipts.

Government grant	$500 00
Members' contributions	127 00
Literary entertainments	42 80
Other petty revenues	13 35
	$683 15

Expenditure.

Rent	$200 00	
Purchase of 2nd class mortgage of $585 and lawyer's fees	115 00	
Housekeeper's salary	100 00	
Heating and lighting	107 40	
Rent of furniture	30 00	
Petty expenses, water rates, washing, etc	87 43	
Outstanding accounts of last year	254 70	
		$894 53
Deficit		$211 38

Membership....273

STANISLAS DRAPEAU,
President.

Ottawa, April, 1889.

Report of the Ottawa Literary and Scientific Society for the Year ending 30th April, 1889.

The Council of the Society has the honor to make the following report for the year ending 30th April, 1889 :—

The membership shows a falling off compared with last year, the total number of members now on the roll being 280, whilst in 1888 it was 297. During the year 32 new members were elected. Of the previous number 19 resigned, 2 died, 3 left the city, and 25 names were removed from the list for non-payment of dues and arrears. The increasing competition among the different societies in this city to secure members, makes it very difficult to obtain a sufficient number of new members to make up for losses. This difficulty can best be met by every member inducing as many as possible of his acquaintances to join the Society.

The treasurer's statement shows that the total amount of money received during the past year was $1,071.32, and the total expenditure was $1,025.15, in addition to which should be calculated an indebtedness of $300 for rent, for the nine months ending the 30th of April next. Members' subscriptions show a considerable decrease compared with those of 1888, the figures for the latter year being $600, and for 1889 only $449.50. In this connection, however, it should be stated that in 1888 a large amount of arrears was collected, which helped to swell the total receipts beyond the usual figures. The remaining sources of revenue produced about the same amounts as last year, and the expenses were correspondingly the same, with the exception of an increase in rent of $75. The latter is a heavy burden on the finances, which added to the money expended for books has caused the greater part of the liabilities now existing. A large number of books has been added to the library during the last year, chiefly works of fiction of a high standard. The number of those purchased was 120. The necessity for the purchase of these arose from the utter inadequacy of the library as it existed, particularly in the section devoted to fiction, to meet the demands upon it. A number of reports of public offices and of scientific institutions were also received, and there are now 17 volumes of magazines in the binder's hands. The number of persons taking books from the library for home use was 173 ; the number of books taken out was 1,605. This does not include works constantly asked for to be used in the reading room, or for reference, but not taken away. (See librarian's report.) There are now 2,370 volumes in the library. A printed catalogue is very much needed, but the inability to print the same is due to the lack of funds.

The librarian suggests that in order to keep up the library to a proper standard, it will be necessary to expend at least one hundred dollars yearly in the purchase of new books, besides the ordinary expenses attendant upon the wear and tear of books in circulation. In addition to this there is a large number of valuable books besides magazines requiring binding, but which cannot be placed in the binder's hands until the Society possesses a larger income than is at present at its disposal. The reading room through the whole year has been largely attended, and the Council has every reason to suppose that the papers and periodicals supplied give general satisfaction. It is supplied with the following newspapers and periodicals :—

Daily.—Ottawa "Citizen," "Evening Journal" and "Free Press," Montreal "Star," "Gazette" and "Witness," Toronto "Globe," "Mail" and "Empire."

Semi-Weekly.—New York "Tribune."

Weekly.—New York "Times," "Sunday Sun," "Nation," "Harper's Weekly," "Grip," "Punch," London "Times," "Graphic," "Illustrated London News," "Truth," "Scientific American,"—and supplement, "Christian Union," "Forest and Stream," "Pall Mall Budget," "The Week," "Academy," Sarnia "Canadian," "Science," "Militia Gazette," "Nature."

Monthly.—"Carpentry and Building," "American Agriculturist," "Forum," "Atlantic Monthly," "Harper's Century" and "Scribner's Magazine," "Popular Science Monthly," "Blackwood's Magazine," "Chambers' Journal," "Contemporary Review," "Nineteenth Century," "English Illustrated Magazine," "North American Review," "Magazine of Art," "Outing," "Mining Review."

Judging from the use made of the greater part of the above-mentioned papers and periodicals, there is an appreciation on the part of the public of the selection made by the Council, and if funds permitted it an addition to those already furnished might induce more persons to become members of the Society.

At the end of each year the contents of the reading room are disposed of by tender, and a list showing the prices obtained and the names of purchasers, is kept in the library for the inspection of any member who may wish to look at it.

The total cost of this branch during the past year was $152 60, and deducting from this the amount received for sales, $30.35, left the net cost $122.25.

Some few newspapers are presented by the publishers, viz.: The Ottawa "Free Press," "Citizen" and "Journal," the Sarnia "Canadian," "Militia Gazette," "Mining Review," and "Imperial Federation." The "Watchman" is presented by Mr. A. Chisholm," and "Science" by Col. Anderson.

In the museum of the Society some degree of progress has been made in the systematic classification and labelling of plants in the herbarium of the Society, with a view of obtaining a reference collection illustrative of the flora of Ottawa and its environs.

The Society will be pleased to hear that at the first annual Central Canada Fair, held in this city last September, this Society exhibited a collection of reptiles, and a small collection of native fungi. For these the association has thought fit to grant a diploma, which will be framed and placed in the museum in a day or two.

In the opinion of the Council it is advisable to do away with the museum altogether, reserving the herbarium and such other donations that have been received worth retaining, placing the same in the library.

The valuable museums attached to the Fisheries Exhibit and to the Geological Survey, fully meet any object for which the Society's museum is maintained, and if it were broken up the room it occupies might be sub-let for a very good rental. Visitors to the capital who desire to see any particular specimen, or obtain an insight into any particular branch of Natural History, Geology, etc., naturally go to the Geological and Natural History Museum of the Dominion, and to the Fisheries Exhibit, whilst the small and imperfect collection of specimens in the hands of this Society, is either too old or they are so imperfect that they are comparatively valueless for scientific use.

The Lecture Course was carried out in accordance with the programme. The subjects of Lieut. Gordon's and of Mr. Whitton's lectures, which were not known when the programme was issued, were respectively "Weather Prediction" and "The Moon." The dates of these lectures were changed, Lieut. Gordon's having been delivered on the 14th, and Mr. Whitton's on the 21st of March. All of the lectures were very good, but the majority of them were not as well attended as they should have been.

The conversazione given on the 10th January last, coming as it did in the middle of the Lecture Course, was an agreeable change in the programme, and was very successful. The Council would suggest that in future it might be well to commence the season's course with with a conversazione, as it is one of the best advertisements that the Society can have.

The thanks of the Society are due to the gentlemen who delivered the lectures of the course, and to the ladies and gentlemen who so kindly took part in the programme presented at the conversazione.

In addition to the above lectures, a course of Lecture Classes was held, and afternoon lectures were delivered, by the "Field Naturalists" Club, under the auspices of this Society, at which members of this Society were invited to attend free of charge.

These lectures and classes were on Botany, Geology and Entomology, and the subjects were made to embrace all the elements in Botany as applicable to the arts and manufactures and vegetable products used in the same, while Geology embraced minerals and their use, and Entomology gave a description not only of insect-life generally, but more especially of those insects which were injurious to vegetable life, and those which should be regarded as useful in exterminating the injurious insects. These classes were

well attended, and great interest was taken in the various subjects handled, the lecturers being in all cases gentlemen of scientific attainments, and thoroughly versed in the branch of science which each took in hand. The interest evinced in this direction by those attending, shows that there is now a tendency to seek information of this nature, the audience now embracing forty or fifty persons, and this is the more to be remarked as fifteen or twenty years ago it was impossible to get an audience of more than five or six to listen to any scientific lecture.

In October last the Council had the honor to present, on behalf of the Society, an address of welcome to His Excellency Lord Stanley of Preston, upon his assuming office as Governor General of Canada. The address was read by the President, Mr. H. B. Small, and His Excellency made a fitting reply.

At the last meeting of the Royal Society held in May, 1888, this Society was represented by the President, Mr. H. B. Small, who gave a report for the two preceding years, no report having been made at the former meeting. The report which he read appears in the transactions of the Royal Society.

Early in the year Dr. S. P. May, Superintendent of Mechanics' Institutes for the Ontario Government, visited the Society's rooms, and was received by the members of the Council. Dr. May expressed himself as well satisfied with his reception, and with all that he saw in connection with the Society.

Mr. Crouch who has been custodian for the past three years has resigned his position. He has been faithful and diligent in the discharge of his duties, and the Council regrets to lose his services, and wishes him success in any new sphere of labor upon which he may enter.

The Council feels that in the future very strict economy will have to be exercised in order to keep the expenses from exceeding the receipts. How best to accomplish this is deserving of consideration by the Society, as it will probably be the greatest question with which the new Council will have to deal.

The present Council ventures to suggest as one means towards this end, that when the present lease expires, the Society either gets a building of its own, or moves into cheaper premises.

Librarian's Report.

The librarian of the society begs to submit the following report on the library and reading-room for the year ending the 31st March, 1889.

According to the catalogue, the library consists of 2,370 volumes—classified as follows :—

A. History and Biography	360	Last year..	358
B. Travel and Adventure	96	" ..	96
C. Fiction	398	" ..	281
D. Poetry	53	" ..	53
E. Metaphysics, Essays and general literature	289	" ..	289
F. Theology	50	" ..	50
G. Geology, Mineralogy and Geography	143	" ..	143
H. Chemistry, Natural History and Botany.	128	" ..	123
I. Astronomy and Mathematics	51	" ..	50
J. Science and Art, not otherwise specified	233	" ..	224
K. Encyclopedias, Magazines, Reports etc.	569	" ..	563

On the first day of April, there was on the shelves of the library 2,096 books—in the hands of members 170 books—missing altogether 104. The missing books are just about the same in number as they were last year, and for some years past. A great portion of them belong to section C. and have probably been worn out. There were added to the library during the year 137 volumes.

The following reports, seventeen in number, were presented to the society :—

Geological Survey of Canada for 1888.
Bulletin of Natural History Society 1888.
Contributions to Canadian Paleontology.
Volume 1, Mr. Whitman.
Meteorological Service Report 1888.
Royal Society of Canada 1887.
Report of Minister of Education 1887.
Citizens Atlas of American Politics, presented by Mr. Buchanan 1885-86.
2 Vols. Proceedings of Royal Society of New South Wales 1885-86.
Minister of Agriculture's Report 1888
Eskimo of Hudson's Straits, by F. F. Payne
Canadian Archives 1888.
Annual Report of Canadian Institute 1888.
Estimates for the year 1889.
2 Vols. Reports from the National Museum of Rio de Janeiro.
Catalogue of Canadian Plants—Prof. McCoun.

173 members made use of the library during the year, which shows a falling off of 25 members as compared with last year. The number of books taken out was 1605, an increase of 261 over last year. The books taken out were distributed among the different subjects as follows :—History 59, Natural History 10, Travel and Adventure 58, Magazines 268, Scientific 35, Essays, etc. 120, Geology 2, Astronomy 2, Poetry 7, Fiction 1,125, Theology 1. From these figures it will be seen that more than twice as many works of fiction are taken out as all the other subjects combined.

The reading room has been fairly well attended during the year. The papers and periodicals at present supplied, appear to meet with the approval of the members of the society. At the present time the society places before its readers 9 daily newspapers, 18 weekly and 16 monthly magazines, a list of which has been prepared and posted up conspicuously in the reading room. The following papers are presented to the society : Ottawa *Citizen*, *Free Press*, *Journal*, Sarnia *Canadian*, *Militia Gazette*, *Mining Review*, and *Imperial Federation* by their respective publishers. The *Watchman* by Mr. Chisholm, and *Science* by Mr. W. P. Anderson.

The cost to the society of all the papers and magazines placed in the reading room is $152.62, which of course does not include the above named presented papers.

Tenders as usual were called for the purchase of the papers and magazines usually sold by the society and were accepted. The total receipts being $30.35, being $1.50 less than the same papers were sold for last year.

A list, giving the names of all the papers, etc., taken by the society, the cost of each, and how disposed of, is kept in the Library room, and is open to the inspection of any member who may wish to refer to it.

In order to keep up the library to its present standard, it would be necessary to expend at least one hundred dollars yearly, as the wear and tear of the books is very great, particularly in section C. (fiction). Perhaps a more rigid inspection of the condition of the books when given out and returned, with a system of fines for mutilation or unnecessary wear, would be productive of good results.

Owing to financial reasons, many valuable books, including 16 volumes of magazines, have not been placed in the hands of the bookkinder. It is to be hoped that the incoming council will see its way to provide funds for this purpose.

Report of the Curator of the Museum.

In presenting the annual report of the state of the Museum in connection with this society, the Curator begs leave to state that, as in several years past, very little interest has been manifest in its behalf, not only by the members of this society but also by the

outside public. This is no doubt due to the fact that there exist in this city several other museums of such importance that this one of ours cannot, on account of its size and location, compete with them.

If, as had been suggested, it was desirable to form a museum of a purely local character, which would be accessible to students in natural science at Ottawa, the members strove to add to the various collections, and by receiving a special grant for the purpose, utilize it in obtaining specimens for the collections in this museum, progress might be made, such as would materially increase its usefulness.

A few additions have been made to the collections during the year. They are as follows:—

1.—Specimen of *Ophileta compacta*, Salter, from the Potsdam Sandstone of Oliver's Ferry, Rideau Lake, where it was collected by Mr. R. B. Whyte, and by him presented to this museum.

A small collection of Laurentian and Archæan rocks from North Hastings, on the York branch of the Madawaska, Ont. Presented by Mr. W. C. Ami.

3.—Specimen of mountain cork from Buckingham, Quebec, through Mr. F. W. Warwick—also a number of fossils and geological specimens, illustrating the economic resources of the locality, by the curator.

I have only to add that some progress was made in the systematic classification and labelling of plants in the herbarium of the society, with a view of obtaining a reference collection of specimens which will illustrate the flora of Ottawa and its environs. A number of specimens were mounted and classified, whilst there remains a great deal more to do. I can only add, that as my time is fairly well taken up with other work outside of this society, I can only devote a very limited portion of time to this museum, not as much as it would deserve, if permanency is to be thoroughly established.

I have pleasure in reporting that at the first annual Central Canada Fair, held in this city last September, this society exhibited a collection of reptiles, preserved in alcohol, and also a small collection of native Fungi. For these the Association has thought fit to grant us a Diploma, which will be framed and placed in the museum.

Report read before the Royal Society of Canada.

The President and Council of the Ottawa Literary and Scientific Society have to report that during the past year, this Institution has maintained its reputation for usefulness, both as regards its reading room, which is well stocked with newspapers and periodicals, and in respect to its library which now contains 2,666 volumes. The reading-room is always well filled from early morning till late at night, an evidence of the good service rendered to its frequenters.

The citizens of the capital are beginning to more largely appreciate, and to make a greater use of this library than formerly, a fact probably due to the restrictions now in force in the Parliamentary library, from which books are not as easily taken out by the public as in former years. Considerable additions were made by the society to the works on its shelves, during 1888, and it is hoped further additions will be made this year.

An address of welcome to Lord Stanley of Preston, was presented to him by the council, soon after his arrival here as Governor-General, and His Excellency was graciously pleased to become patron of the society.

A most successful course of lectures was delivered last winter, some of which were illustrated with lime light views, or with experiments as the occasion required.

The subjects of these lectures and the lecturers were as follows:—

1888.

Nov. 8.—Inaugural address, "Notes by the Wayside of Life." H. B. Small, Esq., President.
Nov. 22.—"The Worlds around us." ..... W. H. Smith, Esq
Dec. 6.—"Lessing's Nathan the Wise." ..... Thomas Cross, Esq.
" 20.—"The Water Supply of Ottawa City." ..... Frank T. Shutt, Esq., M.A., F.C.S.

1889.

Jan. 10.—Conversazione.
" 24.—"A Yorkshire Heroine."..... J. F. Waters, Esq., M.A.
Feb. 8.—"Weather Prediction." ..... C. Carpmael, Esq., F.R.S.C.
" 22.—"Climatology." ..... Lieut. Gordon, R.N.
Mar. 8.—"The Moon."..... H. B. Witton, Esq.

The two astronomical lectures, "The Worlds Around us" and "The Moon," were especially instructive, and as a result of the influence exerted by them, steps are being taken for the formation of an Astronomical Society here.

It is proposed to make the lectures next winter still more attractive, and if practicable to constitute a consecutive course.

It is a matter of regret that the audiences were not as large as the subjects might have been expected to draw together. This may be attributed, not to a want of interest on the part of the public, but to the various attractions of a similar nature which almost every public institution or society now affords, and to the entertainment courses provided in many cases weekly, by almost every church congregation, for its members.

Afternoon elementary lectures or classes of instruction on natural history and science were held in the society's rooms during the winter, by the Ottawa Field Naturalists' Club, an organization affiliated with the Literary and Scientific Society, to which its members were admitted, and these classes were well attended.

And here, whilst speaking of lectures, the president of the Ottawa Literary and Scientific Society, strongly urges upon all societies of a similar local character, the desirability of gathering together and making public in lecture form or otherwise, any incidents bearing on the early history of their locality, and events in any way influencing its career. There are matters forgotten for want of record at the time, or which might have been gathered from older residents who have since passed away, that might form important links in history, a want already well known as regards our aboriginal races. The events of to-day becomes the history of the future, and local history is generally the most imperfect of all. With one lecture in each course devoted to some particular branch of the surroundings of a place, its early history, its fauna, its flora, its geology, its trade, and so forth, there would be a record for reference. *Litera scripta manet.*

At the annual meeting of the society Mr. H. B. Small was re-elected president for the year 1889, and it is hoped that the operations of the Ottawa Literary and Scientific Society will continue to foster the object for which that society was formed—Intellectual Progress.

Treasurer's Report.

Balance Sheet for the year ending March 31st, 1889.

Receipts.

Balance from 1887-1888		$ 2 16
Government grant		300 00
Members' subscriptions—Arrears	$ 40 00	
" " Current	449 00	
		489 00
Lecture tickets sold—Arrears	$ 2 00	
" " " Current	64 00	
		66 00
Cash admission to lectures		97 61
Periodicals sold		27 80
Rent of class room		73 50
Sale of waste paper		3 25
Donations to Library Fund		12 00
		$1,071 32

Expenditure.

Custodian	$300 00
Rent of Society's rooms	181 25
" St. James' Hall	28 00
Lighting	71 20
Advertising and printing	74 40
Water rates	16 68
Postage and stationery	9 70
Newspapers and periodicals	159 30
Books for Library	98 94
Museum expenses	2 00
Sundries	8 68
Lecture expenses	75 00
Balance to 1889-90	46 17
	$1,071 32

F. K. BENNETTS,
Secretary.

Ottawa, March, 1889.

REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 30TH OF APRIL, 1889.

The following gentlemen were the officers for the year 1888-9, viz. :—

President, Rev. Samuel Lyle, B.D. *Vice-Presidents*, T. J. Burgess, M.B., F.R.C.S.; W. A. Child, M.A. *Secretaries*, H. B. Witton, B.A.; A. Alexander, F.S.Sc., Lon., Eng. *Treasurer*, Richard Bull. *Curator and Librarian*, Alexander Gaviller. *Council*, J. Alston Moffat, T. W. Reynolds, M.D., S. J. Ireland, B. E. Charlton, William Kennedy.

Whether the character of the work done, or the interest of the members of the Association in the same be considered, the session 1888–9 has been a successful one.

Six general meetings of the members have been held, at which papers of ability and interest have been read and discussed.

The papers read were the following :—

"Notes on Primitive Man," by William Kennedy.

"Notes on the Waverley Novels," (2nd Pt.) by Rev. Chas. H. Mockridge, D.D.

"History of Pottery and Keramic Art," by S. J. Ireland.

"Selenography," by H. B. Witton.

"Notes on the Lingulæ of the Silurian Rocks," and "Notes on the Origin of Chert (Flint) in our local Niagara Rocks," by Col. C. C. Grant.

The audiences attending the reading and discussing of these subjects were the largest meetings of the Association for years.

A short but interesting paper by D. F. H. Wilkins, B.A., was also read before the Association, in which he stated some very interesting facts relating to the geology of the country to the north of Hamilton. From the facts stated it was shown that the height of the line of junction between the two groups of rock known as the Hudson River or Cincinnati group, the highest member of the Upper Cambrian, or Lower Silurian, of Murchison, and the Medina group, the lowest but one member of the true Silurian or Upper Silurian of the same famous geologist, is about 260 feet above Lake Ontario. This junction is seen on the Credit river, near Streetsville, in Peel county. From the

paper also was learned that this line of junction reaches the north shore of Lake Ontario, near Oakville, in a direction from Streetsville L. 25° E, These facts are interesting as they have, we believe, not been referred to before.

In addition to these papers, the Biological section has been in active operation during the session. The work of the section has been carried on with much enthusiasm, great profit resulting to the Association and to the community at large. The section meets bi-monthly. At the meetings held in September and October the specimens, Botanical, Entomological and Ornithological, were shown and reported on. In Entomology alone, twenty-five specimens were shown by Mr. Moffat as being collected by him during the summer, all new to him, and some of them new to Canada. Of these twenty-five, no less than sixteen prove to be new to the Canadian list of Lapidoptera, while several more are still undetermined, indicating how much has yet to be done before we have obtained a full knowledge of the lapidopterous fauna of our district. The following are the new names referred to :—

Nonagria fodians, Guen.
Glaea inulta, Grote.
Plusia ni, Hub.
Cymatophora humaria, Guen.
Glaucopteryx caesiata, Borkh.
Botis adapaloides, G. R.
Eurycreon sticticalis, Linn.
Conchylis flocosana, Walk.
Eccopsis olivaciana, Fern.
Steganoptica fasciolana, Clem.
Gelechia bilobella, Zell.
" vagella, Walk.
" alacella, Clem.
Carposina crescentella, Wism.
Blabaphanes dorsistrigella, Clem.
Ypsolophus flavivittellus, Fitch.

The first in this list, *Nonagria fodians*, is one of those insects of peculiar habits, which frequent marshy places, and whose larvæ feed inside of water plants.

Some interesting information has been brought out in correspondence recently, about a closely allied species—*Arzama obliquata*—which may in great measure apply to this one also.

The following is a summary :—The food plant is *Typha*, Cat-tail Flag, which grows in such abundance in our marshes. The female deposits her eggs about the middle of the stalk, and when hatched the young caterpillars at once eat their way into it, feeding downwards, growing as they feed, until, reaching maturity at the end of the season, they have arrived near the bottom of the stalk, where some of them prepare for passing the winter ; they enlarge their burrow, lining the bottom with fine cuttings, hibernate in the caterpillar state, change to chrysalids in the spring, and to moths soon after.

Some have been taken from the stalk in the fall, under the level of the water, and in winter, when the ice had to be cut to secure them. Others of them prefer passing the winter on dry ground, and will leave the stalk on which they have fed and swim ashore, if it is necessary to do so, seek out for themselves a hibernacula behind the bark of a decaying stump, under sticks and stones, or some such place, where they make a smoothly rounded cavity in which to pass the winter and undergo their transformations in the spring. Thus, bit by bit, we are learning the interesting and wonderful processes in the life-histories of those creatures around us, of whose very existence the vast majority of mankind have no knowledge, but "they are sought out by all those who take pleasure in them."

It was decided that the district known as the Hamilton District, for the purposes of research be that portion of country included in a circle, with a radius of twelve miles extending from the City Hall, Hamilton.

From the report of the section's work in Botany, it appears that of the 812 plants recorded in Logie's and Buchan's lists, over 300 had been noted and verified, while six or seven not there recorded, had been added to the list, thus showing that the Association is being instrumental in adding from time to time something to the sum of human knowledge by careful and intelligent research.

There has been mounted, named and placed in the cabinet of the Association plants representing 42 orders, 74 genera and 82 species, while as many more are about ready to be added. Several field days were productive of real work. One to the Dundas ravine, and another to the Gibson quarries at Beamsville specially so. The ravine at Mount Albion and the district around the Sulphur Springs, near Ancaster, were also explored, and some additions made to our collections.

Special mention should also be made to the work of Mr. Hanham in Conchology, who by an excellent paper on "The Land and Fresh Water Shells of the Hamilton District," has excited an interest in this branch of science, and by thorough and intelligent research, added to our stock of knowledge of shells, and more than one shell not previously found to our Canadian list. Mr. Hanham's paper was illustrated by his collection made in this district, containing 10 bivalves, 16 non-operculate and 10 operculate univalve shells, and 29 land shells.

The papers read before the Section were :—

"Is Species a Natural or Artificial Division in Nature?" by J. Alston Moffat.

"Notes on a Trip to the West Indies."—B. E. Charlton.

"The Lake Erie Shore as a Botanising Ground," by T. J. W. Burgess, M.B., F.R.S.C.

"Plant Color."—A. Alexander, F.S.Sc.

"Notes on a trip to South Carolina"—T. W. Reynolds, M.D. And the paper on Shells already referred to.

There was also contributed to the Section during the year a series of valuable notes on various subjects in Natural History by Mr. William Yates, of Hatchley, a corresponding member of the Association.

All these meetings and subjects have been fully reported, not only by the Hamilton papers, but also by the correspondents of the Toronto papers, thus bringing the work done prominently before the notice of the public.

Very extensive additions have been made to the collections in the Museum, and also to the Library. (See Curator's Report.)

There are at present 147 members on the roll.

Report of Curator and Librarian.

Donations to the Museum.

Presented by Mr. T. C. Mewburn,—Indian shell epaulet; Indian mallet; old gun-barrel and hatchet found under an upturned tree; iron lance of ancient date and small swivel-gun used in Hudson Bay Co's. forts; old Canadian Government Seal for land patents; cut and polished specimen of a large Ammonite; old musket-lock from battle ground (Nov. 1812) of Queenston Heights; old engravings and maps.

Presented by Mr. C. Hardy.—Bayonet from battlefield (June, 1866) of Ridgeway.

Presented by Rev. A. Belt.—Fenian musket from same locality.

Presented by Mr. S. Symons.—Specimens of silver and copper ores, model of hull of ship.

Presented by Miss Savage.—Chimney swallow's nest.

Presented by Mrs. R. Thomson.—Diamond in its native clay dug from Kimberly Mine, South Africa.

Presented by Mr. S. Briggs.—Stuffed kangaroo.

Presented by Mr. J. Turnbull.—Large bust of Shakespeare.

Presented by Mr. R. Russell.—Specimen of Galena from the Iron Mountain.

Purchased by the Association.—Five cases Canadian insects.

Special mention must be made of the generosity of Mr. S. Symons, who kindly presented to the Association a handsomely carved chair and table for the use of the President, also four beautiful stands for glass cases in the Museum.

Books added to the Library.

3 vols. "U. S. Government Report of Geological Surveys," 1882-85.

2 vols. "Three cruises of the U. S. Steamer Blake, an account of deep sea dredgings, 1877-80. Presented by Harvard College.

16 parts "Natural History of Victoria," with colored engravings. Presented by Australian Government.

Vol. VI. "Transactions Royal Society of Canada." Presented by the Royal Society of Canada.

Vol. I. "History of America," by Justin Winsor. This completes this valuable work, which is in seven volumes.

"Lives of the Cæsars." Presented by Mr. Haigh.

"Monumental Effigies of Temple Church," London, England. Presented by Mr. Haigh.

TREASURER'S REPORT.

Statement of receipts and disbursements for the year.

RECEIPTS.		DISBURSEMENTS.	
Balance as per Statement, 1888	$ 63 53	Postage and commission	$ 55 00
Government grant	400 00	Gas	9 84
Subscriptions	165 00	Books, stationery, printing and advertising	192 90
Sale of books	31 50	Rent	200 00
		Insurance	12 50
		Furniture	12 50
		Balance	177 29
	$660 03		$660 03

At the annual meeting the following gentlemen were elected as the executive of the association for the sessions of 1889–90.

President, B. E. Charlton.
1st Vice-President, T. J. W. Burgess, M. B., F. R. C. S.
2nd Vice-President, J. Alston Moffat.
Corresponding Secretary, Henry B. Witton, B. A.
Recording Secretary, A. Alexander, F. S. Sc., London, Eng.
Treasurer, Richard Bull.
Curator and Librarian, Alexander Gaviller.
Council, T. W. Reynolds, M. D., Colonel Grant, S. J. Ireland, Principal of the Art School ; William Turnbull, A. W. Hanham.

A. ALEXANDER,
Secretary.

Hamilton, May, 1889.

Report of the Athenæum and St. Patrick's Literary Association of Ottawa for the Year ending the 30th of April, 1889.

The progress of the society during the year has been very marked. The rooms are conveniently located and are the best of the kind in the city.

The receipts and disbursements have been as follows:—

Receipts.

Members' and pupils' fees	$ 85 00
Government grant	200 00
Annual picnic and other sources	290 15
Rent for hall	15 00
	$590 15

Expenditure.

Rent, light and heating	$300 00
Salaries	100 00
Reading room	50 00
Evening classes	40 00
Miscellaneous expenses	80 00
Balance on hand	20 15
	$590 15

Stock and Assets.		*Liabilities.*
Property	$3,000 00	
Furniture, etc., etc.	500 00	None.
	$3,500 00	

Evening Classes.

Commercial Course—Arithmetic, bookkeeping and writing were taught very successfully by a qualified teacher.

The number of pupils was 56, consisting of apprentices, agents, blacksmiths, bricklayers, commission merchants, civil service employés, grocers, laborers, musicians, newsdealers, plasterers, painters, printers, plumbers, reporters, students, tailors and tradesmen.

Reading Room.

There has been on file in the reading room three daily and six weekly newspapers, and three monthly magazines.

Library.

The number of volumes in the library is 350. During the year over one hundred dollars have been expended on furniture and requisites for reading room, library and lecture hall. Several lectures have been delivered and entertainments held, all of which have been well patronized.

Historical Course.

The special feature of the year's work were the lectures and critical readings in English and Canadian history, conducted by Mr. J. J. McNulty. Many papers of more than ordinary ability were read by the members, who were deeply interested in the work which will be made a permanent feature of the literary programme in future carried out by the association during the winter months.

Lectures.

Lectures during the season were delivered as follows :—

"Roman Manners and History during the Time of Cæsar," by Rev. Father Fillatre, Professor of Philosophy, Ottawa College.
"Prince Edward Island and its Resources," by Mr. James Hughes.
"Local Government," by Mr. J. Collins.
"The Heroes of the Long Sault," by Mr. J. O'Dowd Murray,
"Tom Moore," by Mr. J. J. McNulty.
"The Siege of Quebec," by Mr. D. Coughlin.
"The Execution of Charles I, by Mr. D. Burke.
"The Jesuits," by Mr. J. P. Dunne.
"The Clare Election," by Mr. P. Mongovan.
"The Tudor Period," by Mr. F. McCabe.
"Rambles in Ireland," by Mr. J. B. Lynch.
"Folk-Lore," by Mr. E. P. Stanton.
"Petroleum, its History and Use," by Mr. Martin Battle.

Weekly debates were held during the winter and great interest was manifested in the work, especially by the younger members of the society.

The membership has been largely increased and the progress on the whole has been very satisfactory.

R. A. STARRS,
President.

Ottawa, May, 1889.

APPENDIX M.—*UNIVERSITY OF TORONTO, 1888-9.*

Annual Report of the University of Toronto, 1888-9.

To His Honor the Honorable Sir Alexander Campbell, K.C.MG., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto:—

May it please Your Honor:

The Chancellor, Vice-Chancellor and Members of the Senate of the University of Toronto have the honor to present their report upon the condition and progress of the University for the year 1888-9.

The following tabulated statement of the admissions to Degrees, and *ad eundem statum*, and of members who matriculated in the different Faculties from June, 1888, to June, 1889, is submitted :—

Law—

Matriculation	5
Ad eundem statum from the Law Society of Upper Canada	0
Degree of LL.B.	12
Degree of LL.D. (*honoris causa*)	8

Medicine—

Matriculation	30
Id eundem statum from the College of Physicians and Surgeons	33
Ad eundem statum from other Universities	16
Degree of M.B.	37
Degree of M.D.	14

Arts—

Matriculation	220
Ad eundem statum	13
Degree of B.A.	78
Degree of M.A.	9

Engineering—

Degree of C.E.	1

Agriculture—

Degree of B.S.A.	6

Dentistry—

Matriculation	2
Ad eundem statum from the College of Dental Surgeons	24
Degree of D.D.S.	25

During the year one thousand and fifty-six candidates were examined in the different faculties, as follows :—

Faculty of Law	34
Faculty of Medicine	206
Faculty of Arts	784
Department of Engineering	1
Department of Agriculture	6
Department of Dentistry	25
Total	1,056

All of which is respectfully submitted,

(Signed) W. MULOCK,
Vice-Chancellor.

ANNUAL REPORT OF THE COUNCILS OF THE UNIVERSITY OF TORONTO AND OF UNIVERSITY COLLEGE FOR 1888-9.

To His Honor the Honorable Sir Alexander Campbell, K. C. M. G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto :—

MAY IT PLEASE YOUR HONOR :

The President and Council of the University of Toronto and the Council of University College beg leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the past academic year.

By an Act of the Legislature passed in 1887 respecting the federation of the University of Toronto and University College with other Universities and Colleges, provision was made for the restoration of the Faculties of Law and Medicine, included in the terms of the Royal Charter of 1827. In accordance with this provision a well equipped Medical Faculty has been organized, embracing the professors in the Faculty of Arts, giving instruction in the Natural and Physical Science, so that the students in the Faculty of Medicine are enabled to share in all the advantages of the lectures in these branches of study, which are of special value in a thorough scheme of medical education.

The laboratories and lecture rooms heretofore provided for the professors and lecturers in various departments of Science have latterly proved wholly inadequate to their requirements, and the President and Councils are gratified in being able to report that the east wing of the new building designed to accommodate the Departments of the Natural Sciences is now completed. In this the Departments of Biology and Physiology are amply provided with the needful appliances on a scale adapted to the annually increasing numbers of students in the Faculty of Arts, and to the large addition consequent on the restoration of a Faculty of Medicine.

During the year the American Association for the Advancement of Science held its meetings in Toronto. The University buildings were placed at the service of the various sections. Every facility was extended to the international representatives of Science, and the members of the Faculties who actively participated in the work had the satisfaction of receiving, at the close of a highly successful meeting, the assurance that the accommodation furnished to the various sections, and other efforts to promote the objects of the meeting, were heartily acknowledged by their visitors.

The new building erected for the accommodation of the Departments of Biology and Physiology was sufficiently advanced before the end of August, where the opening meeting of the Association was held, to admit of its being placed at the service of the Biological section, and thereby to furnish unusually favorable advantages for the deliberations of its members on the important subjects embraced in their daily programme. The

various lecture rooms and laboratories were completed in time for the resumption of the regular work of the Faculty of Arts and Medicine on the 1st of October in the current year. The greatly increased facilities thus provided cannot fail to promote the more efficient study of Biology and Physiology in their relations to the honor work of the Natural Sciences in the Faculty of Arts, and to give a fresh impetus to a more thorough development of scientific study in its special bearing on medical education.

By the transfer of the Biological classes to the new building it has been found possible by some partial reconstruction to provide a much needed additional lecture room for other departments. Plans for extending and completing the science buildings have been prepared, including provision for the transfer of the museum to the central building so as to render its collections conveniently available for the lectures in the various branches of science. The President and Councils are also gratified to learn that the plans approved of by the Minister of Education embrace a further extension designed to provide adequate accommodation for the departments of Chemistry, Mineralogy, and Geology, and so to place the teaching of the sciences of the University on a footing not less efficient than is assigned to them in other well equipped Universities, both in Europe and on this continent.

The removal of the museum from the main University building will place at the disposal of the Faculties much needed accommodation for the extension of the library and for meeting the increased demand for facilities for reference and study, in the use of the collection now amounting to thirty-one thousand carefully selected volumes in the various departments embraced in the University requirements.

Among the additions to the subjects of instruction in the University provided for by the Act of 1887, a Chair of Political Science was created, and in their last report the President and Council of University College drew attention to the appointment of Mr. W. J. Ashley, late Fellow and Lecturer of Lincoln College, Oxford, as Professor of Political Economy and Constitutional History. This was recognized as a first step towards the restoration of the Faculty of Law. Since then that faculty has been organized by the appointment of the Hon. David Mills, LL. B., to the Chair of Constitutional and International Law, and the Hon. Mr. Justice Proudfoot to the Chair of Roman Law. In addition to these, Honorary Lectureships in other important branches of legal study have been established, and the following distinguished members of the Bar have accepted the appointments to the various lectureships subsequently named in the list of professors and lecturers in the Faculty of Law, viz: Hon. Edward Blake, Q. C., W. R. Meredith, LL. D., Q. C., Dalton McCarthy, Q. C., Hon. Mr. Justice McMahon, J. J. MacLaren, LL. D., Charles Moss, Q. C., and B. B. Osler, LL. B, Q. C. The President and Councils gratefully acknowledge the valuable service rendered to the University by Mr. Lash, Mr. Osler, Mr. MacLaren, Hon. S. H. Blake, and Mr. Moss, who successively lectured during the past academic year on "Commercial and Maritime Law," "Criminal Jurisprudence," "The Comparative Jurisprudence of Ontario and Quebec," "Ethics of Law," and "Equity Jurisprudence." The lectures proved highly acceptable to the students who availed themselves of the instruction thus placed at their disposal.

The following is a list of the several faculties, including the Professors, Lecturers, Demonstrators, and Fellows, in the Faculties of Arts, Law and Medicine, by whom the instruction in the class rooms and laboratories has been carried on during the past academic year :—

President:

Sir Daniel Wilson, LL. D., F. R. S. E.

Faculty of Arts.

Professors, etc.

Physics :—

Professor :—James Loudon, M. A.
Demonstrator in Physics :—W. J. Loudon, B. A.
Fellow :—J. G. Witton, B. A.

Mathematics :—
Professor :—Alfred Baker, M. A.
Fellow :—J. McGowan. B. A.

Mineralogy and Geology :—
Professor :—Edward J. Chapman, Ph. D., LL. D.
Fellow :—F. G. Wait, M. A.

Biology :—
Professor :—R. Ramsay Wright, M. A., B. Sc.
Fellow :—J. J. Mackenzie, B. A.

Physiology :—
Lecturer :—A. B. Macallum, B. A., M. B., Ph. D.

Chemistry :—
Professor :—William H. Pike, M. A., Ph. D.
Professor of Applied Chemistry in the School of Pr. Science :—William H. Ellis, M. A., M. B.
Fellow :—G. Chambers, B. A., M. B.

Engineering :—
Professor in School of Practical Science :—John Galbraith, M. A., C. E.

Logic, Metaphysics, and Ethics :—
Professor :—.....
Fellow :—F. Tracy, B. A.

History and Ethnology :—
Professor :—Sir Daniel Wilson, LL. D., F. R. S. E.

Political Economy and Constitutional History :—
Professor :—W. J. Ashley, M. A.

Comparative Philology :—
Professor :—Maurice Hutton, M. A.

Italian and Spanish :—
Lecturer :—William H. Fraser, B. A.

(*In University College.*)

Greek: —
Professor :—Maurice Hutton, M.A.
Lecturer :—H. Rushton Fairclough, M.A.

Latin :—
Lecturer :—William Dale, M.A.
Fellow :—W. P. Mustard, B.A.

Ancient History, Greek :—
Lecturer :—H. Rushton Fairclough, M.A.

Ancient History, Roman :—
Lecturer :—William Dale, M.A.

Oriental Literature :—
Professor :—J. F. McCurdy, Ph. D.

English Language and Literature :—
Professor :—W. J. Alexander, B.A., Ph. D.
Lecturer :—David R. Keys, M.A.

German—Lecturer :—W. H. VanderSmissen, M.A.

French—Lecturer :—John Squair, R.A.

Modern Languages—Fellow :—A. F. Chamberlain, M.A.

Faculty of Medicine.

Professor of Practical Surgery :—
Wm. T. Aikins, M.D., Tor., LL.D., Dean of the Faculty.

Professor of Principles and Practice of Medicine :—
H. H. Wright, M.D., L.C.P. & S., U.C.

Professor of Anatomy (General and Surgical) :—
J. H. Richardson, M.D., Tor., M.R.C.S., Eng.

Professor of Gynæcology :—
Uzziel Ogden, M.D.

Professor of Pharmacology and Therapeutics :—
James Thorburn, M.D., Tor. and Edin.

Professor of Medical Jurisprudence :—
W. W. Ogden, M.D.

Professor of Primary Anatomy :—
M. H. Aikins, B.A., M.D., Tor., M.R.C.S., Eng.

Professor of Sanitary Science, and Curator of Museum :—
W. Oldright, M.A., M.D., Tor.

Professor of Clinical Surgery :—
L. McFarlane, M.D., Tor.

Professor of Clinical Medicine, Lecturer on Dermatology :—
J. E. Graham, M.D., Tor., L.R.C.P., Lond.

Professor of Ophthalmology and Otology :—
R. A. Reeve, B.A., M.D., Tor.

Professor of Obstetrics, Secretary of the Faculty :—
A. H. Wright, B.A., M.D., Tor., M.R.C.S., Eng.

Professor of General Biology and Physiology.
R. Ramsay Wright, M.A , B. Sc.

Professor of Chemistry :—
W. H. Pike, M.A., Ph. D.

Professor of Applied Chemistry :—
W. H. Ellis, M.A., M.B.

Professor of Physics :—
James Loudon, M.A.

Professor of Principles of Surgery :—
I. H. Cameron, M.B.

Professor of Psychology :—
Daniel Clark, M.D., Tor.

Lecturers, Demonstrators, and Instructors.

Lecturer on Physiology, and Demonstrator of Histology :—
A. B. Macallum, B.A., M.B., Tor., Ph. D., Johns Hopkins.

Demonstrator of Anatomy :—
John Ferguson, M.A., M.D., Tor., L.F.P.S., Glasgow, L.R.C.P., Edin.

Demonstrator of Practical Biology :—
Thos. McKenzie, B.A., M.B.

Clinical Lecturer on Ophthalmology and Otology :—
G. H. Burnham, M.D., Tor., F.R.C.S., Edin., M.R.C.S., Eng.

Lecturer on Clinical Medicine :—
Alex. McPhedran, M.B.

Instructor in Laryngology and Rhinology :—
George R. McDonagh, M.D., Tor., L.R.C.P., Lond.

Demonstrator of Practical Physics :—
W. J. Loudon, B.A.

Demonstrator of Materia Medica and Pharmacy :—
O. R. Avison, M.D.

Lecturer in Pathology and Demonstrator of Pathological Histology :—
John Caven, B.A., M.D., L.R.C.P., Lond.

Assistant Demonstrators of Anatomy :—
H. Wilberforce Aikins, B.A., M.D., M.R.C.S., Eng.
George Peters, M.B.
Alex. Primrose, M.B., M.R.C.S., Eng.
W. P. Caven, M.B., L.R.C.P., Lond.
G. A. Féré, M.B., L.R.C.P., Lond., M.R.C.S., Eng.

Faculty of Law.

Professors, etc.

Political Economy and Constitutional History :—
Professor :—W. J. Ashley, M.A.

Roman Law :—
Professor :—The Hon. Mr. Justice Proudfoot.

Constitutional and International Law :—
Professor :—The Hon. David Mills, LL.B.

Wrongs and their Remedies :—
Honorary Lecturer :—The Hon. Mr. Justice McMahon.

Constitutional Law :—
Honorary Lecturer :—The Hon. Edward Blake, M.A., LL.D., Q.C.

Ethics of Law :—
Honorary Lecturer :—The Hon. S. H. Blake, B.A., Q.C.

Civil Rights :—
Honorary Lecturer : D'Alton McCarthy, Q.C.

Municipal Institutions :—
Honorary Lecturer :—W. R. Meredith, LL.D., Q.C.

Criminal Jurisprudence :—
Honorary Lecturer :—Britton Bath Osler, LL.B., Q.C.

Commercial and Maritime Law :—
Honorary Lecturer :—Z. A. Lash, Q.C.

Equity Jurisprudence :—
Honorary Lecturer :—Charles Moss, Q.C.

Comparative Jurisprudence of Ontario and Quebec :—
Honorary Lecturer :—J. J. Maclaren, LL.D., Q.C.

The President and Councils are gratified at being able to state that since their last report a final settlement has been effected between the University and the city authorities on all points of disagreement relative to the lease of the Queen's Park, with the result that the city has entered into covenants for the permanent endowment of the Chair of Geology and of one of English Literature and Language, providing for each an annual salary in perpetuity of $3,000. To the latter chair W. J. Alexander, B A., Ph.D., late Professor of English Language and Literature in the University of Dalhousie College, Halifax, has been appointed, and entered on his duties at the commencement of the current academic year.

While thus noting with satisfaction the gratifying evidence of increased efficiency in the staff of Professors and Lecturers of the University and College, the President and Councils have to record the great loss sustained by the death of the late George Paxton Young, who so long filled the Chair of Mental and Moral Philosophy, and won the esteem alike of his colleagues and students, by his efficiency as a teacher, and his many attractive personal qualities. His death of necessity left the work of the important Departments of Metaphysics and Ethics inadequately provided for during the current session, and intensified the sense of the great loss sustained by the students specially devoted to those subjects.

By the provisions of the Act of 1887, whereby some of the most important changes above specified were effected in the University, certain sections and sub-sections of the Act came into immediate operation, including section 5, which established a teaching faculty in the University, and determined the subject assigned to Professors of the University as distinct from those of University College. As a result of this a reorganization of various departments has been effected. Distinct Chairs of Mathematics, Physics, Greek Language and Literature, the Oriental Languages, and Political Science have been established, along with Lectureships in the Greek Language and Literature, in the Latin Language and Literature, in Ancient Greek and Roman History, in the Italian and Spanish Languages, and in Physiology.

The full operation of the Act was reserved to take effect by proclamation of the Lieutenant-Governor in Council. In the transitional stage necessarily resulting from this arrangement the Faculty found itself divided into two bodies, with provision for transferring some important functions of the old College Council to the new University Council, while the latter was not empowered to act. The members of both Faculties accordingly hailed with satisfaction the proclamation of Your Honor in May last, whereby the Act of 1887 was at length brought into full operation; and it became possible to organize the University Council, and carry out the objects and requirements of the new Act on the basis therein indicated

In accordance with the enlarged constitution of the University and the redistribution of departments and branches of study among the Professors and Lecturers in the University and College, a Convocation of the Faculties was held at the commencement of the current term, on the 1st of October, when the scholarships, prizes and honors at the disposal of the several Faculties were awarded to the successful competitors, and the students entering for the first time in the various Faculties were admitted. The Honor lists of the year, along with those of the students in attendance and a synopsis of the

lectures in the various Faculties, with other details relative to the work of the academic year 1888-9, will be found in the calendars accompanying this report.

The number of new students admitted at the Annual Convocation held on the 19th of October, 1888, amounted to 142 in Arts and 72 in Medicine. The entire number of students in attendance on lectures during the academic year was 492 in Arts (including 57 students of the School of Practical Science), and 258 in Medicine. Of the former 388 were undergraduates pursuing the full courses of study prescribed by the University for proceeding to a degree in Arts.

All of which is respectfully reported,

DANIEL WILSON,
President.

University College, December, 1889.

ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1889.

To the Honorable G. W. Ross, M.P.P., Minister of Education,

SIR.—I have the honor to submit the report of the School of Practical Science for the year 1889.

The calendar year not being conterminous with the academic year this report will cover the second term of the academic year 1888-9 and the first term of the academic year 1889-90.

1. Instruction is given in the present building to the following classes of students:

(*a*) Students of the School of Practical Science.
Regular students in the Department of Engineering.
Special students in the Department of Engineering.
Regular students in the Department of Analytical and Applied Chemistry.
Special students in the Department of Analytical and Applied Chemistry.

(*b*) Toronto University students.
Arts students.
Medical Students.

The arts students although receiving instructions in the School of Science building receive from only University professors and assistants.

In the instruction of the medical students, however, the services of the Professor of Applied Chemistry, who is also a Professor in the University medical faculty, and of the Fellow in Applied Chemistry, who is a member of the staff of the school and not of the University faculty, have been utilized.

With these exceptions the services of the staff of the school are confined to the regular and special students of the school.

The school has affiliated to the University of Toronto by statute of the University Senate, in October, 1889. The students of the school thus become entitled to receive instruction on the same terms as University students from the University professorate in whatever University subjects it may be necessary for them to take. They may therefore attend the necessary University lectures free of charge.

The special lecture courses formerly established in University College for the School of Practical Science students have been continued since affiliation by the University professorate. The regular students of the school are required to take in addition to the instruction received from the staff of the school University lectures in chemistry and mathematics, and University lectures and laboratory work in mineralogy and geology and physics.

2. The following is a classified summary of the attendance during the year 1889 (*i.e.*, the second term of academic year 1888-9 and first term of 1889-90):

	2nd Term, 1888-9.	1st Term, 1889
Department of Engineering—		
Regular students	59	63
Special students	5	5
Department of Analytical and Applied Chemistry—		
Regular students	2	3
Special students	1	1
Chemistry—		
University Arts students	70	68
University Medical students	132	133
Students in Engineering	59	63
Mathematics and Physics—		
Students in Engineering	59	63
Mineralogy and Geology—		
University Arts students	86	86
Department of Assaying and Mining Geology—		
Students in Engineering	29	30

3. The fees of the regular students in the Departments of Engineering and of Analytical and Applied Chemistry during the current academic year, 1888-9, and paid into the Provincial Treasurer, amounted to $2,117.50, being an increase of $107.50 as compared with the fees of the previous year.

4. An Order in Council was approved by His Honor the Lieutenant-Governor on th 6th day of November, 1889, whereby the School of Science was re-organized, as follows: The staff to consist of—

J. Galbraith, M.A., Professor of Engineering,
W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.
L. B. Stewart, P.L.S., D.T.S., Lecturer in Surveying.
C. J. Marani, Grad. S.P.S., Fellow in Engineering.
Wm. Ross, B.A., Fellow in Applied Chemistry.
With J. Galbraith as Principal.

All the Orders in Council excepting the Order of the 30th October, 1889, approving of the affiliation of the school with the University of Toronto, to be repealed.

The regular students of the school attend the lectures or laboratory instruction, or both combined, as the case may be, given by the following members of the teaching staff of the University of Toronto:

E. J. Chapman, Ph. D., L.L.D., Professor of Mineralogy and Geology.
J. Loudon, M.A., Professor of Physics.
W. H. Pike, M.A., Ph. D., Professor of Chemistry.
Alfred Baker, M.A., Professor of Mathematics.
W. H. Loudon, B.A., Demonstrator in Physics.
J. McGowan, B.A., Fellow in Mathematics.
J. G. Witton, B.A., Fellow in Physics.
F. G. Wait, B.A., Fellow in Mineralogy and Geology.

5. By the above mentioned Order in Council the internal management and discipline of the school was vested in a council consisting of the professors, lecturers and demonstrators appointed by the Lieutenant Governor in Council on the staff of the school, the Principal of the Department of Engineering.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1888-9 was as follows :

First year	27	examined,	20	passed
Second year	15	"	14	"
Third year	13	"	11	"

Special students—
Two were examined and passed in certain subjects.

The number of graduates of the Department of Civil Engineering up to the present time is as follows :

1881	1
1882	3
1883	3
1884	5
1885	5
1886	5
1887	6
1888	16
1889	11
Total number of graduates	55

The total number of students who have attended from October 1st, 1878, up to May 1st, 1889 (no name being counted more than once), is 204, of whom 55 have graduated. The number of students in this department now in attendance is as follows :

Regular students—	
First year	32
Second year	16
Third year	15
Total	63
Special students	5
Total number in attendance	68

The graduates of the school who have proceeded to the degree of C.E. in the University of Toronto are the following :

	Diploma of School.	Degree of C.E.
J. L. Morris	1881	1885
J. H. Kennedy	1882	1886
J. W. Tyrrell	1883	1889

Mr. D. Burns graduate S.P.S., having completed his full tem of three years as Fellow in Engineering, Mr. C. J. Marani, graduate S.P.S., was appointed to succeed him for the session of 1889-90.

A regular course in Mechanical Engineering was established at the beginning of the present academic year (October Ist, 1889.) Eight of the regular students who entered this term are taking this course. The course inciudes all the instruction in Electricity and Magnetism which the facilities at present existing in the University allow. One of the requirements of the course is that a candidate before receiving his diploma must present certificates of having had at least a year's experience in some of the trades or occupations connected with engineering, *e.g.*, as a machinist, pattern maker, moulder, steam engineer. etc.

In the new building now under construction provision has been made for most of the requirements that were mentioned in former reports. Of these the most important are an Engineering Laboratory and an Architectural Department.

The Engineering Laboratory should contain testing machines of various kinds for determining the strength, elasticity. durability, etc., of materials used in engineering structures and machines. It should have a small machine shop for the purpose of shaping specimens for testing. The best motive power for this shop would be a gas engine.

The laboratory also should be furnished with an experimental steam engine and boiler for making economy and other tests under various conditions which may arise in practice.

As a matter of necessity there must be a full supply of instruments for making measures of precision of all kinds.

This laboratory should be under the direct charge of a Demonstrator thoroughly qualified to superintend the laboratory work assigned to various classes of students. His services should be required from 9 a.m. to 5 p.m., including frequent attendance on Saturdays.

No instructor can be recognised as qualified to take such a position who has not received a mathematical education, including among other things the usual applications of the differential and integral calculus which occur in engineering problems. He should also be a mechanical engineer of fair experience in the use and care of engines, boilers and machinery.

The laboratory equipped as above described is not intended solely for the use of students in mechanical engineering; it is no less necessary for the education of civil engineers and architects.

In order to carry on a full course in Architecture a lecturer in that subject should be appointed.

A reference to the list of subjects included in the engineering course will show that many of them will form a necessary part of an architectural course; among those are applied statics, strength of materials, theory of construction, hydraulics and portions of thermodynamics. The University now furnishes all facilities for teaching whatever physics—*e.g.*, acoustics, heat, light, etc.—may be considered necessary for such a course. The school is prepared to teach the necessary chemistry also. The duties of the lecturer in architecture would be to train the student in the application of the principles of the principles of the above sciences to the problems which occur in aachitectural practice. He should, therefore, be possessed of the requisite mathematical training.

His duties also will embrace a course of lectures in the history of architecture, and he would be expected to give instruction, both in the lecture room and the drafting room, in architectural design. For this purpose it is necessary that this department should be furnished with a sufficient number of models, casts, photographs and drawings.

It is recommended that in the selection of the demonstrator in the laboratory and the lecturer in architecture an endeavor should be made to obtain teachers who could relieve the Professor of Engineering of a portion of his present work, as well as attend to the new work for which they would be specially appointed.

The Professor of Engineering now gives instruction in the following subjects, viz. :—Applied statics and dynamics, strength and elasticity of materials, theory of construction, hydraulics, thermodynamics, and theory of the steam engine, principles of mechanism and machine design.

It is scarcely necessary to suggest that the above list of subjects is too large for one teacher.

If, therefore, the lecturer in architecture could teach the theory of strength of materials and theory of construction, and the demonstrator in the Engineering laboratory the principles of mechanism and theory of machine design, it would obviate the necessity of

appointing an additional assistant to relieve the Professor of Engineering of a portion of his work.

The changes lately made in the organization of the school have thrown upon the Professor af Engineering a large amount of work in addition to his teaching, and render it important that the considerations above advanced shoould have due weight given to them.

It is suggested that if there be any doubt about the new building being completely finished by next October that an effort be made to have a sufficient number of rooms finished to accommodate the present work of the school, since the students are at present uncomfortably crowded. It will be necessary to have the heating apparatus in working order at the same time.

The new building will contain, in addition to the laboratory, four draughting rooms, three lecture rooms, a library room which will also serve as a room for the engineering secretary's library and as a council room, a cloak room also to be used as a waiting room for the students, a surveying instrument room, and six private rooms for teachers. It will also contain an examination hall which may be used for public meetings when necessary. There is a large basement which will be divided up into several rooms to be used in connection with the laboratory.

The rooms at present occupied for any of the above purposes will be given up when the new building is ready and thus afford accommodation for the proposed extensions in the department of analytical and applied chemistry.

Surveying and Drawing.

The work included under this head consists of instruction in the principles and practice of chain, compass and theodolite surveying, with applications to land, hydrographic and mining surveying, the theory of instruments, the principles of geodesy, practical astronomy, descriptive geometry—which includes shades and shadows and prespective—and mechanical, map and topographical drawing. It includes besides the lectures on these subjects, also the superintendence of the drawing classes and the practical instruction in the field.

It is the intention of the council to divide this course into a lower and a higher course. The former will be taken by the regular engineering students and will form part of that course. The latter, together with a smaller proportion of the engineering subjects, will include the higher branches of geodesy and practical anatomy, to be taken by students who desire to qualify themselves for the diploma of Dominion topographical surveyor granted by the Dominion Government.

The present equipment of instruments is insufficient for the growing wants of the school. The additional instruments most urgently needed are: two transits, one level, two surveyors' compasses and three band chains. The supply of drawing copies is also very inadequate, and it would be of great advantage to the students if these deficiencies could be supplied at an early date.

Analytical and Applied Chemistry.

The removal of the biological department of the University of Toronto to the new building just completed for that purpose, has done much to remedy the inconvenience complained of in the last report. The rooms thus made available have been used to provide a lecture room and to afford laboratory accommodation for advanced students, both of which were greatly needed. The accommodation thus provided can only be looked upon as of a temporary character, and when the rooms at present occupied by the department of engineering are set at liberty by the removal of that department to the new building it is to be hoped that accommodation of a permanent character will be provided on a suitable scale.

The accommodation required, if the department of analytical and applied chemistry is to be placed upon a proper footing, will comprise :

1. A suitable lecture room with proper fittings and appliances.

2. Laboratory accommodation for the instruction of senior and junior students.

3. A laboratory for the use of the professor, where experiments on the chemical composition of the materials and fuels whose physical characters are tested in the engineering laboratory may be carried on, and where other chemical researches may be conducted.

4. The experimental study of the steam engine, which is intended to be made as part of the course in the engineering department, will involve the analysis of furnace and chimney gases. This will require a room devoted to gas analysis, fitted up with suitable apparatus for scientific and technical purposes.

5. Balance rooms in connection with the laboratories.

6. Store rooms for apparatus, chemicals, specimens and models.

A collection of specimens, diagrams and models is also greatly needed to assist in the proper teaching of the department, and in addition to the ordinary apparatus used in quantitative and qualitative analysis with which the laboratory is already well supplied. Special apparatus such as is used in various branches of technical analysis is required to illustrate the teaching and facilitate the practical training of the students.

General Remarks.

It is suggested that an endeavor be made to have the present hot air furnace removed and the present building heated with steam before the beginning of another academic year.

All of which is respectfully submitted.

J. GALBRAITH,
Principal.

December, 1889.

APPENDIX N.—*MISCELLANEOUS.*

The Annual Report of Upper Canada College for the Year 1888-89.

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College, Toronto.

May it please your Honor :—

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30th, 1889 :—

The number of boys in attendance during the year ending July 10th, 1889, was 409; of these 174 were boarders, 235 day boys. The daily average attendance for the whole year was 333.81, or 81.6 per cent of the enrolment. The daily average attendance of the day pupils was quite as regular as that of the resident pupils.

Comparative Statement.

Number of boys enrolled for the year ending June 30th :—

	1885.	1886.	1887.	1888.	1889.
Boarders	149	177	188	181	174
Day Boys	147	167	181	234	235
	296	344	369	415	409

Where the Resident Pupils Come From.

	Session of 1883 and 1884.	Session of 1884 and 1885.	Session of 1885 and 1886.	Session of 1886 and 1887.	Session of 1887 and 1888.	Session of 1888 and 1889.
Brant	.....	1	3	3	3	3
Bruce	3	3	1	2	1	3
Carleton	2	2	4	1	3	4
Dufferin	.....	.....	2	.....	1	2
Durham	5	2	5	7	6	4
Elgin	1	.....	.....	1	1	2
Essex	.....	1	.....	3	1	.....
Frontenac	.....	.....	.....	.....	1	4
Grenville	.....	.....	.....	1	3	7
Grey	2	3	.....	1	2	2
Haldimand	3	2	2	1	2	1
Halton	3	6	8	4	4	3
Hastings	3	8	8	5	6	7
Huron	6	5	6	6	5	3
Kent	1	.....	.....	.....	.....	.....
Lambton	8	7	9	12	16	12
Lanark	1	1	.....	2	4	5
Leeds	.....	2	2	3	3	4
Lincoln	2	10	9	6	3	.....
Middlesex	1	2	4	5	4	.....
Norfolk	1	2	2	3	1	1
Northumberland	.....	1	1	3	1	1
Ontario	1	3	4	2	1	1
Oxford	.....	.....	1	1	1	.....
Peel	3	2	3	3	2	1
Perth	4	2	1	5	1	2
Peterborough	2	3	3	1	4	4
Prince Edward	.....	.....	.....	1	1	1
Russell	.....	.....	.....	.....	.....	1
Renfrew	.....	2	.....	.....	1	3
Simcoe	7	8	10	8	8	7
Stormont	3	5	5	2	2	2
Victoria	4	4	2	2	1	3
Waterloo	3	.....	.....	.....	.....	1
Welland	1	.....	2	1	2	2
Wellington	4	3	1	.....	.....	2
Wentworth	21	20	25	23	21	17
York	12	20	17	35	26	23
The Districts	5	1	3	2	2	4
Province of Quebec	4	4	7	3	3	5
do British Columbia	.....	1	2	2	4	5
do Nova Scotia	6	7	10	13	10	4
do New Brunswick	.....	.....	.....	.....	1	.....
do Prince Edward Island	.....	.....	.....	.....	2	.....
Bermuda	1	1	1	2	4	4
Hudson's Bay and N.W.T.	.....	3	6	3	1	1
Central America	.....	.....	.....	1	1	1
United States	6	3	6	12	11	12
Total	129	150	175	191	181	174

Subjects of Study.

No. in Latin	349
" Greek	92
" French	336
" German	90
" English (Grammar, Literature and Composition)	409
" History (Canadian, English and Ancient)	409
" Geography (Ancient and Modern)	409
" Arithmetic	409

No. in	Algebra	327
"	Euclid	251
"	Trigonometry	5
"	Chemistry	66
"	Physics	126
"	Physiology	66
"	Botany	66
"	Book-keeping and Commercial Studies	66
"	Military Drill	369
"	Calisthenics and Gymnastics	289

Classes for Music, Drawing, Phonography, Fencing and Dancing (all after hours) are maintained by extra fees paid by the pupils themselves.

About 29 per cent. of the boys left the College during the year ; of these

6	entered	banking institutions.
27	"	upon commercial pursuits.
7	"	upon agricultural pursuits.
2	"	the Civil Service.
7	"	machine shops.
8	"	law.
18	matriculated	in the University of Toronto.
7	"	in other Universities.

" The Prince of Wales " Scholarship (one of the two scholarships offered for competition or junior matriculation by Toronto University, was won by the College.

Of the boys now in attendance,

31	have been	in the College	over 6	years.
27	"	"	5	"
55	"	"	4	"
79	"	"	3	"
100	"	"	2	"

The Staff.

The Principal and First English Master—George Dickson, M.A.

The Masters.

First Classical Master—William Wedd, M.A.

Second Classical Master and Superintendent of the College Boarding House—John Martland, M.A.

First Mathematical Master and Assistant Master in College Boarding House—George B. Sparling, M.A.

Second Mathematical Master—Daniel Hull, B.A.

French and German and Resident Assistant Master in College Boarding House—Archibald Hope Young, B.A.

Science Master—Alexander Young Scott, B.A., M.D., C.M.

The Assistant Masters.

First Assistant Classical Master and Resident Assistant Master in the Supplementary Boarding House—William Jackson, B.A.

First Assistant English Master and Commercial Master—Andrew Stephenson, B.A.

Assistant Master and Resident Assistant Master in the Supplementary Boarding House—Henry Brock, Esq.

First Assistant Modern Language Master—Joseph Blackstock, B.A.

Second Assistant Classical Master and Resident Assistant Master in College Boarding House—John Taylor Fotheringham, B.A.

First Assistant Mathematical Master—James Gill, B.A.

Drawing—Richard Baigent, Esq.

Music Master—Theodore Martens, Esq.

Gymnastic, Fencing and Drill—Sergeant Thomas Parr.

Lady Superintendent of the Boarding Houses—Mrs. Sewell.

Bursar—J. E. Berkeley Smith, Esq.

Physician—James Thorburn, M.D.

Architect and Sanitary Inspector—D. B. Dick, C.E.

Janitor and Messenger—G. Frost.

Gardener—W. Chappel.

Toronto, December, 1889.

HIGH SCHOOLS.

(Including Collegiate Institutes.)

HEAD MASTERS AND ASSISTANTS.

December, 1889.

NAME OF SCHOOL.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Alexandria	Smith, James H.M.	1885	850 00	A.M., Aberdeen, Head Master's Certificate.
	Hume, Nettie Achash	1889	500 00	Assistant's Certificate.
Almonte	McGregor, Peter Campbell, H. M.	1882	1000 00	B.A., Queen's, Head Master's Certificate.
	Ross, Alex. Herbert Douglas	1889	500 00	M.A., Queen's, Assistant's Certificate.
	Smallfield, Amy E	1888	500 00	I.C., Professional Certificate.
Arnprior	Corbett, Lewis C H.M.	1884	1000 00	B.A., Toronto, Head Master's Certificate.
	Barclay, Wm. Barclay Craig	1884	800 00	B.A., Queen's, "
Athens	Kennedy, Lyman A H.M.	1888	1100 00	M.A., Toronto, "
	Cornwell, Leslie John	1886	750 00	B.A., " "
	Harrison, M. L	1888	600 00	I.C., Professional Certificate.
Aurora	Reddith, Thomas H H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Connolly, John	1888	700 00	I.B., Professional Certificate.
Aylmer	Rutherford, W. W H.M.	1883	1300 00	B.A., Toronto, Head Master's Certificate.
	Logan, W. M	1886	900 00	B.A., Toronto, Assistant's Certificate.
	Mabee, George E	1889	550 00	Assistant's Certificate.
	Knight, William	1888	600 00	I.B., Professional Certificate.
	Smith, Wilson R	1888	700 00	I.C., "
Barrie, C. I	Spotton, Henry Byron H.M.	1868	1500 00	M.A., Toronto.
	Hunter, James Macfie	1878	1000 00	M.A., Toronto, Head Master's Certificate.
	Milden, Alfred William	1889	700 00	B.A., Toronto, Assistant's Certificate.
	Philp, James Henry	1889	600 00	B.A., Toronto, "
	Hay, Andrew	1882	900 00	I.A., Professional Certificate.
Beamsville	Wilkins, David Francis Henry H.M	1888	800 00	B.A., Toronto, Head Master's Certificate.
	Krick, Philip H	1889	500 00	Assistant's Certificate.
Belleville	Wright, George Sills H.M	1882	1200 00	M.A., Toronto, Head Master's Certificate.
	Crawford, Henry J	1888	800 00	B.A., Toronto, "
	Milburn, Edward Fairfax	1871	900 00	B.A., Trinity, Regulation 59.
	Christie, Duncan McL	1888	750 00	I.C., Professional Certificate.
	McRae, Jessie Carr	1888	450 00	I.C., "
Berlin	Connor, James William H.M	1870	1400 00	B.A., Toronto, Head Master's Certificate.
	Forsyth, David	1876	1100 00	B.A., Toronto, Regulation 59.
	Mueller, Adolf	1876	900 00	Regulation 59.
	Sheppard, Frederick W	1888	800 00	I.C., Professional Certificate.
Bowmanville	Fenwick, Murray M H.M	1888	1300 00	B.A,, Toronto, Head Master's Certificate.

	Coates, Daniel Harsum		1888	1000 00	B.A., Toronto, "
	Gilfillan, James		1880	800 00	Regulation 59.
Bradford	Forrest, William	H.M.	1879	1000 00	B.A., M.D., Toronto, Head Master's Certificate.
	Reed, George Henry		1889	700 00	B.A., Toronto, Assistant's Certificate.
Brampton	Murray, Alexander	H.M.	1882	1150 00	M.A., Aberdeen.
	Johnson, George Wesley		1887	850 00	B.A., Toronto, Assistant's Certificate.
	Galbraith, William James		1887	800 00	I.B., Professional Certificate.
	Lee, Richard		1887	750 00	I.C., "
	Rogers, James C.		1889	600 00	I.C., "
Brantford	Oliver, William	H.M	1882	1500 00	B.A., Toronto.
	Birchard, Isaac James		1882	1200 00	M.A., Toronto, Head Master's Certificate.
	Passmore, S. F		1889	1100 00	M.A., Toronto, "
	Gibbard, Alex. Hanna		1888	1000 00	B.A., Toronto, "
	Bald, May Belle		1887	700 00	B.A., Toronto, "
	Beattie, Henry		1889	700 00	I.C., Professional Certificate.
	Morrison, Alfred H		1883	750 00	Regulation 59.
Brighton	Houston, John	H.M.	1887	1000 00	M.A., Toronto, Head Master's Certificate.
	Symington, Maggie Purdie		1886	500 00	I.C., Professional Certificate.
Brockville C. I	Burt, Arthur W	H.M.	1885	1200 00	B.A., Toronto, Head Master's Certificate.
	Elliott, John		1886	900 00	B.A., Queen's, "
	Passmore, Albert Daniel		1889	850 00	B.A., Toronto, "
	Copeland, James S		1889	850 00	Assistant's Certificate.
	Weaver, Richard L		1889	500 00	Assistant's Certificate.
Caledonia	Street, J. Richard	H.M.	1887	1000 00	M.A., Victoria, Head Master's Certificate.
	Kenner, Henry Rowe Hocking		1889	600 00	Assistant's Certificate.
	Cheswright, Richard C		1885	750 00	I.B., Professional Certificate.
Campbellford	Knight, Adolphus G	H.M.	1877	1050 00	B.A,, Victoria, Head Master's Certificate.
	Boyes, Robert		1889	500 00	I.A., Professional Certificate.
	Jewett, Albert E		1887	680 00	I.C., "
Carleton Place	Johnston, Joshua Reynolds	H.M.	1882	1000 00	B.A., Queen's, Head Master's Certificate.
	Jones, Alice		1889	500 00	B.A., Toronto, Assistant's "
	Nesbit, David Ashton		1889	700 00	I.C., Professional Certificate.
Cayuga	Kinnear, Louis	H.M.	1888	850 00	M.A., Toronto, Head Master's Certificate.
	Sangster, Robert J		1887	600 00	I.C., Professional Certificate.
Chatham C. I	Paterson, David S	H.M.	1889	1350 00	B.A., Toronto, Head Master's Certificate.
	Twohey, William John Joseph		1885	1000 00	M.A., Toronto, " "
	Knox, Andrew Alex		1889	800 00	B.A., Toronto, Assistant's "
	Prendergast, William		1889	650 00	B.A., Toronto, " "
	Cairns, James Fred		1889	500 00	Assistant's Certificate.
	Sinclair, John		1889	500 00	"
	Deeks, George Samuel		1885	1000 00	B.A., Victoria, Regulation 59.
Clinton C. I	Turnbull, James	H.M.	1868	1200 00	B.A., Toronto, Head Master's Certificate.
	Perry, Samuel Walter		1883	950 00	B.A., Victoria, Assistant's Certificate.
	Giffin, James Andrew		1889	800 00	B.A., Toronto, "
	Robb, David		1881	850 00	I.A., Professional Certificate.
	MacArthur, Christina M		1889	500 00	I.C., "
Cobourg C. I	Ellis, William S	H.M	1889	1400 00	B.A., B.Sc., Victoria, Head Master's Certificate.
	Ward, George B		1886	800 00	M.A., McGill, "
	Fish, Jasper Nobles		1888	900 00	B.A., Victoria, Assistant's Certificate.
	Woods, Emma O		1889	600 00	Assistant's Certificate.
Colborne	De La Matter, Henry	H.M.	1889	800 00	B.A., Toronto, Head Master's Certificate.

HIGH SCHOOLS.—Head Masters and Assistants.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Colborne.—*Con.*	Gundry, Arthur Presland	1888	600 00	Assistant's Certificate.
Collingwood, C.I	Williams, William H.M.	1873	1400 00	B.A., Toronto.
	Hamilton, James Reid	1889	900 00	B.A., Toronto, Head Master's Certificate.
	Brethour, John H	1883	950 00	B.A., Victoria, "
	Cox, John L	1878	1050 00	B.A., Toronto, "
	Watson, Robert Bruce	1889	600 00	I.B., Professional Certificate.
Cornwall	Johnson, William D. H.M.	1886	1150 00	B.A., Toronto, Head Master's Certificate.
	Crewson, Joseph W	1888	750 00	B.A., Victoria, and I.C.
	Fletcher, Anna	1889	600 00	I.A., Professional Certificate.
	Nugent, James	1884	750 00	Regulation 59.
Dundas	Bissonnette, J. D H.M.	1881	1000 00	B.A., Queen's, Head Master's Certificate.
	Donly, Nuala	1889	500 00	B.A., Victoria, Assistant's "
	Cook, Abraham Bedford	1889	650 00	B.A., Toronto, Head Master's "
Dunnville	Harrison, Charles W H.M.	1886	900 00	M.A., Victoria, Head Master's Certificate.
	Hunt, William Homer	1888	650 00	B.A., Toronto, "
	Brown, Malcolm D	1889	600 00	I.B., Professional Certificate.
Dutton	Crosby, Alonzo C H.M.	1889	1000 00	B.A., Albert, Head Master's Certificate.
	Morrow, Arch. Elston	1889	700 00	Assistant's Certificate.
	Porter, Thomas	1889	600 00	I.C., Professional Certificate.
Elora	Jardine, William W H.M.	1888	900 00	B.A., Toronto, Head Master's Certificate.
	Foote, Barbara M	1884	500 00	Regulation 59.
Essex Centre	Crassweller, Christopher L H.M.	1888	1100 00	B.A., Toronto, Head Master's Certificate.
	Hardy, Christina	1889	500 00	I.C., Professional Certificate.
	Dewar, William	1889	600 00	B.A., Toronto, Assistant's Certificate.
Fergus	Perry, Peter H.M.	1889	800 00	M.A., Trinity, Head Master's Certificate.
	Galbraith, Robert	1889	500 00	I.C., Professional Certificate.
	McDougall, Catharine	1889	400 00	I.C., "
Galt C. I	Carscadden, Thomas H.M.	1885	1750 00	M.A., Toronto, Head Master's Certificate.
	Riddell, George Ivanhoe	1886	1075 00	B.A., Toronto, "
	Lochhead, William	1889	950 00	B.A., Toronto, "
	Wright, Arthur W	1886	1050 00	B.A., Toronto, "
	Logan, Charles J	1883	1200 00	B.A., Trinity, Regulation 59.
Gananoque	Smellie, William K. T. H.M.	1882	1000 00	B.A., Toronto, Head Master's Certificate.
	Burwash, Frank McNeil	1889	600 00	I.C., Professional Certificate.
	Jackson, Joseph A	1889	500 00	Assistant's Certificate.
Georgetown	Clark, Malcolm S H.M.	1886	1000 00	B.A., Toronto, Head Master's Certificate.
	Jones, Samuel S	1889	600 00	I.C., Professional Certificate.
Glencoe	Wilson, Gilbert D H.M.	1889	1000 00	B.A., Toronto, Head Master's Certificate.
	Cloney, Sarah Louise	1889	450 00	I.C., Professional Certificate.

	McIntyre, Alexander		1889	500 00	I.B., "
Goderich	Strang, Hugh Innis	H.M.	1871	1200 00	B.A., Toronto, Head Master's Certificate.
	Halls, Samuel P		1876	800 00	B.A., Victoria, Head Master's Certificate.
	Moore, Alvin Joshua		1880	850 00	B.A., Toronto, I.B.
	Currie, Peter W		1889	600 00	I.C., Professional Certificate.
	Charles, Miss H		1889	800 00	M.A., Victoria.
Grimsby	Mulloy, Charles W		1884	900 00	B.A., Toronto, Head Master's Certificate.
	Ross, Clarissa A		1888	500 00	Assistant's Certificate.
Guelph C.I	Tytler, William	H.M.	1875	1400 00	B.A., Toronto.
	Davison, James		1878	1000 00	B.A., Victoria, Regulation 59.
	Hill, Ethelbert L		1889	800 00	B.A., Toronto, Assistant's Certificate.
	Dickinson, James Arthur		1888	600 00	I.C., Professional Certificate.
	Charlesworth, John W		1888	600 00	I.C., "
	Campbell, John		1885	800 00	M.A., Victoria, Regulation 59.
Hamilton C. I	Robertson, Charles	H.M.	1889	1360 00	B.A., Toronto, Head Master's Certificate.
	Stratton, Alfred William		1889	880 00	B.A., Toronto, Assistant's "
	Crawford, John Thomas		1889	675 00	B.A., Toronto, " "
	Thompson, Robert Allen		1886	1200 00	B.A., Toronto. " "
	Turner, John Burgess		1884	1142 00	B.A., Queen's, Head Master's Certificate.
	Davidson, M. C		1876	700 00	I.A., Professional Certificate.
	Manning, Albert E		1887	700 00	I.C., "
	Elliott, Walter Herman		1887	600 00	I.C., "
	Bell, Lillian C		1874	600 00	I., Glasgow Normal School.
	Brown, Oliver Johnston		1882	1000 00	M.A., Victoria, Regulation 59.
	Paterson, Andrew		1874	1000 00	Regulation 59.
	Johnson, G		1888	600 00	I.C., Professional Certificate.
Harriston	McMurchie, James	H.M.	1881	1200 00	B.A., Toronto, Head Master's Certificate.
	Schmidt, Otto L		1885	900 00	B.A., Toronto, "
	Morgan, James W		1886	750 00	I.C., Professional Certificate.
Hawkesbury	Moore, William	H.M.	1887	800 00	B.A., Trinity, Head Master's Certificate.
	McPhail, Alexander C		1889	550 00	I.B., Professional Certificate.
Ingersoll C. I	Briden, William	H.M.	1886	1200 00	B.A., Queen's, Head Master's Certificate.
	Taylor, Wilson		1885	900 00	I.A., Professional Certificate.
	Elliott, Thomas Edward		1889	900 00	B.A., Toronto, Assistant's Certificate.
	McClement, William T		1889	900 00	M.A., Queen's, Assistant's Certificate.
Iroquois	Carman, James A	H.M.	1886	1000 00	B.A., Victoria.
	Ross, Ralph		1887	700 00	B.A., Toronto, Assistant's Certificate.
	Casselman, Alex. Clark		1886	700 00	I.C., Professional Certificate.
Kemptville	Cody, William Stephen	H.M.	1884	1000 00	B.A., Toronto, Head Master's Certificate.
	Parker, Frank R		1888	600 00	B.A., Queen's, Assistant's "
	Haight, William A		1889	700 00	I.C., Professional Certificate.
Kincardine	Robertson, Neil	H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Smith, Arthur Henry		1879	800 00	B.A., Victoria, "
	McDonald, Donald A		1889	700 00	Permit.
Kingston C. I	Knight, Archibald P	H.M.	1876	1400 00	M.A., M.D., Queen's.
	Irvine, William H		1883	1000 00	B.A., Queen's, Head Master's Certificate.
	Sliter, Ernest O		1888	800 00	B.A., Toronto, Assistant's "
	Dales, John Nelson		1889	1000 00	B.A., Toronto, " "
	Brough, Thomas Allardyce		1889	750 00	I.A., Professional Certificate.
Lindsay C. I	Harstone, John C	H.M.	1886	1400 00	B.A., Toronto, Head Master's Certificate
	Milner, William S		1885	1000 00	B.A., Toronto, "

HIGH SCHOOLS.—Head Masters and Assistants.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Lindsay C. I.—*Continued*	Stevens, W. H.	1889	1000 00	B.A., Toronto, Head Master's Certificate.
	Hardy, Edwin A	1889	1000 00	B.A., Toronto, Assistant's Certificate.
	Head, John	1881	750 00	Regulation 59.
	Marty, Aletta E.	1889	600 00	I.B. Professional Certificate.
Listowel	Tanner, John A.....H.M.	1887	1000 00	M.A., Trinity, Head Master's Certificate.
	Farquharson, Robert Andrew	1889	600 00	Assistant's Certificate.
	Irwin, William	1888	700 00	I.A. Professional Certificate.
London C. I.	Woods, Samuel .....H.M.	1887	1600 00	M.A., Toronto.
	Libby, M. F.	1889	1000 00	B.A., Victoria, Regulation 59.
	Little, Robert A.	1889	1000 00	B.A., Toronto, Regulation 59.
	Somerville, C. Alexander	1889	1000 00	B.A., Toronto, Head Master's Certificate.
	Gray, Robert A	1887	1000 00	B.A., Toronto, "
	Hotson, Alexander	1889	1000 00	M.D., Western; I.C., Professional Certificate.
	Andrus, Guy C	1888	800 00	I.C. Professional Certificate.
	Hanson, Fanny C.	1886	550 00	I.C. "
	Wilson, Nicholas	1866	950 00	Regulation 59.
Madoc	Watson, Alexander H .....H.M.	1889	1000 00	B.A., Toronto, Head Master's Certificate.
	Kirkconnell, Thomas A	1889	700 00	I.C. Professional Certificate.
Markham	Simpson, John .....H.M.	1886	900 00	M.A., Toronto, Head Master's Certificate.
	McLean, Allan	1878	700 00	Regulation 59.
Mitchell	Elliott, William. .....H.M.	1882	1000 00	B.A., Toronto, Head Master's Certificate.
	Pearen, Frederick	1889	550 00	I.B. Professional Certificate.
	Malcolm, George.	1888	750 00	Regulation 59.
Morrisburg	Jamieson, James S.....H.M.	1882	1000 00	M.A., Victoria.
	Whitney, W. A	1886	750 00	M.A., Victoria, Head Master's Certificate.
	Massey, Norman L.	1887	700 00	B.A., Victoria, Assistant's "
	Holland, Richard J.	1887	700 00	B.A., Victoria, " "
	Smith, Allen C.	1882	800 00	I.A. Professional Certificate.
Mount Forest	Hagarty, Edward W .....H.M.	1887	1100 00	B.A., Toronto, Head Master's Certificate.
	Phillips, Sylvanus	1888	800 00	B.A., Victoria, "
	Shields, Alexander M.	1879	800 00	B.A., Toronto, "
Napanee	Fessenden, Cortez .....H.M.	1881	1200 00	B.A., Trinity, "
	Wagar, Nelson	1880	800 00	B.A., Victoria, Regulation 59.
	Sills, W. Ryerson.	1888	700 00	I.C. Professional Certificate.
	Lang, Augustus E.	1889	800 00	B.A., Victoria; Assistant's Certificate.
Newburgh	Williams, Charles Wynne.....H.M.	1886	900 00	B.A., Cambridge.
	Dandeno, James Brown.	1889	550 00	I.C. Professional Certificate.
Newcastle	Davidson, Hugh .....H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate.
	Pook, Annie.	1889	500 00	I. C. Professional Certificate.

Newmarket	Dickson, John Elder ....H.M.	1880	1000 00	B.A., Toronto, Head Master's Certificate.
	Hollingshead, John Edwin	1884	600 00	Regulation 59.
	Burgess, John Armstrong	1889	650 00	Assistant's Certificate.
Niagara	Andrews, Albert ....H.M.	1875	800 00	Qualified under former Act.
	Carnochan, Janet	1878	450 00	I.B. Professional Certificate.
	Fitzgerald, Eliza Sophia....H.M.	1887	850 00	B.A., Queen's, Head Master's Certificate.
Niagara Falls S.	Longman, Edwin	1889	700 00	I.A. Professional Certificate.
	Mills, John	1889	500 00	B.A., Toronto, Assistant's Certificate.
Norwood	Davidson, John ....H.M.	1882	1000 00	M.A., Victoria, Head Master's Certificate.
	Bewell, Henry	1886	700 00	I.C. Professional Certificate.
	Boddy, Martha	1889	450 00	I.C "
Oakville	Wellwood, Nesbitt John ....H.M.	1877	1050 00	B.A., Toronto.
	Lusk, Charles Horace	1871	750 00	M.D., I.B. Professional Certificate.
Omemee	McGregor, John O ....H.M.	1887	800 00	M.A., Toronto, Head Master's Certificate.
	Orr, Alfred	1887	600 00	I.C. Professional Certificate.
Orangeville	Steele, Alexander ....H.M.	1879	1400 00	B.A., Toronto, Head Master's Certificate.
	Bonis, Harry	1887	700 00	B.A., Toronto, " "
	Corkhill, Edward James	1889	700 00	B.A., Queen's, " "
	Moir, Mary Ann	1889	500 00	I.C. Professional Certificate.
Orillia	Ryerson, Jesse ....H.M.	1881	1050 00	B.A., Toronto, Head Master's Certificate.
	Claxton, John Alex	1889	600 00	B.A., Queen's, Assistant's "
	Huff, Samuel	1888	550 00	I.C. Professional Certificate.
	Waugh, John	1886	850 00	B.A., Head Master's Certificate.
Oshawa	Smith, Lyman C....H.M.	1882	1300 00	B.A., Victoria, Head Master's Certificate.
	Gourlay, Richard	1888	900 00	B.A., Toronto, Assistant's "
	Henderson, Margaret Eadie	1879	600 00	Regulation 59.
	Panton, Jessie R. H	1886	600 00	I.B. Professional Certificate.
Ottawa C. I	Macmillan, John ....H.M.	1881	2000 00	B.A., Toronto.
	Jolliffe, O. J	1884	1400 00	B.A., Victoria, Head Master's Certificate.
	Scott, Colin A	1887	1100 00	B.A., Queen's, "
	McDougall, Alexander H	1889	1250 00	B.A., Toronto, Assistant's Certificate.
	Chisholm, William James	1887	950 00	B.A., Victoria, "
	Stothers, Robert	1887	800 00	I.C. Professional Certificate.
	Forfar, Charles	1889	800 00	B.A., Toronto, Assistant's Certificate.
	Wallace, James E	1883	850 00	Regulation 59.
Owen Sound C. I	Levan, Isaac M ....H.M.	1889	1500 00	B.A., Toronto, Head Master's Certificate.
	Alexander, Luther Herbert	1884	1000 00	M.A., Toronto, "
	McMillan, James Alex	1887	850 00	B.A., Toronto, "
	Carrie, Mervyn Edward	1882	1000 00	Regulation 59.
	Radcliffe, Samuel John	1888	700 00	B.A., Toronto. Assistant's Certificate.
	Packham, James Henry	1884	900 00	B.A., Victoria, Head Master's Certificate.
	Robertson, John Charles	1888	1000 00	B.A., Toronto, Assistant's "
	Dewar, William	1890	1000 00	B.A., Toronto, " "
Paris	Acres, Johnathan William ....H.M.	1857	1100 00	B.A., Trinity, Head Master's Certificate.
	Armstrong, George Henry	1876	700 00	Regulation 59.
	Markle, Jacob Hiram	1886	650 00	I.B. Professional Certificate.
Parkhill	Bigg, Edmund Murney ....H.M.	1878	900 00	M.A., Toronto.
	May, William F	1886	700 00	I.C. Professional Certificate.
	Hitchon, Alice R	1889	600 00	Assistant's Certificate.
Pembroke	Lapp, Levi ....H.M.	1887	1100 00	B.A., Toronto, Head Master's Certificate.
	Halliday, Henry	1887	750 00	B.A., Queen's, "

HIGH SCHOOLS—Head Masters and Assistants—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Pembroke—*Continued* ..	Hardie, Charles John.....	1887	750 00	B.A., Toronto, Head Master's Certificate.
Perth C. I	Henry, Thomas McKee.....H.M.	1888	1200 00	B.A., Toronto, "
	Guillet, Cephas.....	1888	900 00	B.A., Toronto, Assistant's Certificate.
	Crichton, Alexander....	1889	750 00	B.A., Toronto.
	Stevenson, Louis.....	1889	900 00	B.A., Toronto, Assistant's Certificate.
Peterborough C. I	Long, John Henry.....H.M.	1887	1200 00	M.A., LL.B., Toronto.
	Fife, James A	1887	800 00	B.A., Toronto, Assistant's Certificate.
	Colbeck, Franklin Charles	1837	1000 00	B.A., Victoria, "
	Earle, Barton	1874	900 00	Regulation 59.
Petrolea	Bell, John J ....H.M.	1888	900 00	B.A., Toronto, Head Master's Certificate.
	Clyde, William	1888	1950 00	M.A., Queen's, Assistant's "
	Montgomery, William	1889	650 00	B.A., Toronto, " "
	King, R.....	1889	800 00	B.A., Toronto.
Picton	Dobson, Robert ..... H.M.	1880	200 00	B.A., Victoria, Permit.
	Libby, Walter Henry	1889	1750 00	B.A., Victoria, Assistant's Certificate.
	Barr, Agnes.....	1886	500 00	I.C. Professional Certificate.
	Clark, Campbell	1889	600 00	Assistant's Certificate.
Port Arthur.....	Law, William Henry ....H.M.	1887	1000 00	B.A., M.D., Victoria.
	Burwash, Stephen.....	1889	650 00	B.A., Victoria, Head Master's Certificate.
Port Dover.....	Barron, Robert Armour. ..... H.M.	1883	1000 00	B.A., Toronto, "
	Ireland, William Wellington	1889	600 00	Permit.
Port Elgin	Lillie, John Turner.. .... H.M.	1889	1000 00	B.A., Victoria, Head Master's Certificate.
	Moore, Arthur Heron.....	1889	600 00	B.A., Toronto, Assistant's "
Port Hope	Purslow Adam.. ... . H.M.	1865	1300 00	M.A., LL.D., Victoria.
	Magee, John James.....	1888	900 00	B.A., Toronto.
	Robertson, Madge R.....	1889	600 00	B.A., Toronto, Assistant's Certificate.
	Evans, William E	1889	600 00	Assistant's Certificate.
Port Perry	McBride, Dugald ....H.M.	1871	1400 00	B.A., Victoria, Head Master's Certificate.
	Jeffries, John.....	1887	800 00	B.A., Toronto, Assistant's "
	Stone, George	1884	850 00	I.C. Professional Certificate.
Port Rowan	Potter, Charles ....H.M.	1887	800 00	B.A., Toronto, Head Master's Certificate.
	Kaiser, Jesse B.....	1889	600 00	I.B. Professional Certificate.
Prescott.....	McPherson, Moses ....H.M.	1871	1000 00	M.A., Victoria.
	Walker, David McKenzie	1889	600 00	I.B. Professional Certificate.
Renfrew	McDowell, Charles.....H.M.	1879	950 00	B.A., Queen's, Head Master's Certificate.
	Cameron, Charlotte Alice	1889	700 00	B.A., Queen's, Assistant's Certificate.
	Anderson, Henriette..	1889	475 00	Professional Certificate.
Richmond Hill	McCuaig, Herbert M .....H.M.	1884	1000 00	B.A., Queen's.
	Innes, Alexander R.	1888	600 00	I.C. Professional Certificate.

Ridgetown C. I	Little, John G H.M.	1889	1100 00	B.A., Toronto, Head Master's Certificate.
	Conboy, Daniel	1889	800 00	B.A., Queen's, Assistant's "
	Wilson, Harry Langford	1889	800 00	M.A., Queen's, " "
	Morden, Gilbert Walworth	1889	800 00	B.A., Queen's, " "
	Smith, James Harvey	1888	800 00	I.C. Professional Certificate.
Sarnia	Grant, David M H.M.	1886	1100 00	B.A., Toronto, Head Master's Certificate.
	Skinner, Daniel S	1888	900 00	B.A., Toronto, " "
	Sidley, Henry Ragland	1888	900 00	B.A., Toronto, Assistant's "
	Pottinger, Sylvia V	1879	600 00	I.A., O.C.B., Regulation 59.
Seaforth C. I	Clarkson, Charles H.M.	1886	1300 00	B.A., Toronto, Head Master's Certificate.
	Dickson, James Dickson	1888	850 00	B.A., Toronto, Assistant's "
	Kirkman, Mrs. Barbara	1889	600 00	I.A. Professional Certificate.
	Anderson, George	1887	600 00	I.C. "
	Logie, George	1889	850 00	Permit.
Simcoe	Christie, James Douglas H.M.	1889	1200 00	B.A., Toronto, Head Master's Certificate.
	Mather, Oliver T	1887	700 00	I.B. Professional Certificate.
	Furlong, Thomas H	1888	600 00	I.B. "
Smith's Falls	Houston, John Arthur H.M.	1887	1000 00	B.A., Trinity.
	Anderson, Edward Albert	1889	600 00	B.A., Trinity' Dublin, Assistant's Certificate.
	Pakenham, William	1889	700 00	I.B. Professional Certificate.
Smithville	Checkley, Rev. Francis L H.M.	1889	1000 00	B.A., Trinity, Dublin.
	Marty, Sophie E	1888	450 00	I.C. Professional Certificate.
Stirling	Reid, Joseph H.M.	1887	1100 00	M.A., LL.B., Toronto, Head Master's Certificate.
	Simmons, James Wilson	1889	600 00	I.C. Professional Certificate.
Stratford C. I	Merchant, Francis W H.M.	1888	1800 00	M.A., Victoria, Head Master's Certificate.
	Hogarth, George Henry	1889	1000 00	B.A., Toronto, " "
	Mayberry, Charles A	1882	1000 00	B.A., Toronto, " "
	Croly, J. Edgar	1888	700 00	M.A., Toronto, " "
	Wilson, John B	1878	1000 00	B.A., Toronto, and I.A. Professional Certificate.
	Moran, John M	1884	1000 00	I.A. Professional Certificate.
	Reynolds, Aaron	1889	800 00	I.A., "
Strathroy C. I	Wetherell, James Elgin H.M.	1883	1800 00	B.A., Toronto, Head Master's Certificate.
	DeGuerre, Ambrose	1886	1000 00	B.A., Toronto, " "
	Balmer, Eliza M	1889	1000 00	B.A. Toronto, Assistant's "
	Sparling, John Alfred	1889	900 00	B.A., Toronto, " "
	Johnson, Hugh D	1879	1000 00	I.A. Professional Certificate.
Streetsville	Hopper, Samuel Thomas H.M.	1889	800 00	B.A., Victoria, Head Master's Certificate.
	Flach, Ulysses Jacob	1883	650 00	B.A., Toronto, Assistant's "
St. Catharines C. I	Henderson, John H.M.	1872	1600 00	M.A., Toronto, Head Master's "
	McIntyre, Evan J	1886	1000 00	B.A., Toronto, " "
	Burns, William	1887	1000 00	B.A., Queen's, " "
	Robertson, Willam J	1874	1200 00	B.A., Toronto, Regulation 59.
	Walker, Francis A	1883	700 00	Regulation 59.
	Odell, Albert	1888	700 00	I.A. Professional Certificate.
	Norrish, Enos John	1887	700 00	I.C. "
St. Mary's C. I	Martin, Stephen H.M.	1886	1200 00	B.A., Toronto, Head Master's Certificate.
	Follick, Thomas H	1885	900 00	B.A., Victoria, "
	Riddle, Frank P	1885	900 00	B.A., Toronto, Assistant's Certificate.
	Rice, John	1889	500 00	I.B. Professional Certificate.
St. Thomas C. I	Millar, John H.M.	1873	1580 00	B.A., Toronto, Head Master's Certificate.
	Quance, Noah	1887	1000 00	B.A., Toronto, "

HIGH SCHOOLS.—Head Masters and Assistants—*Continued.*

Name of School.	Head Masters and Assistants.		Date of Appointment.	Salary.	Qualifications.
St. Thomas C. I.—*Con.*.	Shepherd, William George		1881	1000 00	B.A., Toronto, Head Master's Certificate.
	Galbraith, Daniel Ernest		1889	600 00	Assistant's Certificate.
	McGeary, John Henry		1888	1000 00	M.A., Toronto, Assistant's Certificate.
	Leitch, Thomas		1873	900 00	I.B. Professional Certificate.
Sydenham	Burgess, J. E	H.M.	1876	1200 00	M.A., Queen's,
	Breuls, Ira		1887	700 00	I.C. Professional Certificate.
Thorold	McCulloch, Andrew	H.M.	1877	1100 00	M.A., Queen's, Head Master's Certificate.
	Walrond, Thomas James		1889	700 00	I.A. Professional Certificate.
Tilsonburg	Reavley, Albert W	H.M.	1886	900 00	B.A., Toronto, Head Master's Certificate.
	Revell, Daniel Graiseberry		1889	650 00	Assistant's Certificate.
Toronto C. I	MacMurchy, Archibald	H.M.	1872	2500 00	M.A., Toronto.
	Chase, George A		1889	1500 00	B.A., Toronto.
	Shaw, George E		1876	1500 00	B.A., Toronto.
	Crawford, William G		1872	1500 00	B.A., Toronto.
	Manley, Frederick F		1875	1500 00	M.A., Toronto, Head Master's Certificate.
	McEachern, Neil		1885	1000 00	B.A., Toronto.
	McEachern, Peter		1880	1100 00	Assistant's Certificate.
	Thompson, Charlotte Emily		1874	800 00	I.A. Professional Certificate.
	Grant, Wilbur		1880	1050 00	Regulation 59.
	Thomas, Janie		1882	400 00	I.C. Professional Certificate.
	MacMurchy, Helen		1880	650 00	I.B., Professional Certificate.
Toronto C. I. (Parkdale)	Embree, Luther E	H.M.	1888	1800 00	M.A., Toronto, Head Master's Certificate.
	Carruthers, Adam		1889	1200 00	B.A., Toronto, " "
	McKay, Alexander Charles		1889	1200 00	B.A., Toronto, " "
	Wismer, John A		1889	1200 00	B.A., Trinity, " "
	Spence, Nellie		1889	700 00	B.A., Toronto, Assistant's "
	Sykes, Frederick Henry		1889	1200 00	M.A., Toronto " "
	Smith, Gilbert Acheson		1889	1200 00	B.A., Toronto.
	Millar, James		1888	1200 00	Assistant's Certificate.
Trenton	Little, David C	H.M.	1886	1000 00	B.A., Toronto, Head Master's Certificate.
	Maclean, Goodwin V		1886	750 00	Assistant's Certificate.
	Pattee, Ada		1889	600 00	I.C. Professional Certificate.
Uxbridge	Park, Henry George	H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Ferguson, Miles		1889	700 00	I.A. Professional Certificate.
	Ferguson, William C		1889	800 00	B.A., Toronto, Assistant's Certificate.
Vankleekhill	Jamieson, Thomas	H.M.	1889	800 00	B.A., Victoria, Head Master's Certificate.
	Nelson, John		1889	500 00	I.B. Professional Certificate.
	McMahon, Henry C		1889	500 00	Assistant's Certificate.
Vienna	Hicks, David	H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate.

	Pollock, J. E.	1889	600 00	B.A., Toronto.
Walkerton	Morgan, Joseph H.M.	1881	1200 00	M.A., Toronto, Head Master's Certificate.
	Gray, James	1884	800 00	M.A., Toronto, "
	O'Hagan, Thomas	1889	800 00	M.A., Ottawa, "
	McKay, Donald	1881	800 00	Assistant's Certificate.
Wardsville	Francis, Daniel H.M.	1887	700 00	B.A., Toronto, Head Master's Certificate.
	Harrington, James T	1882	490 00	II. Class Professional Certificate, Regulation 59.
Waterdown	Page, Thomas Otway H.M.	1886	850 00	B.A., Toronto, Head Master's Certificate.
	Hill, Richard	1887	600 00	I.B. Professional Certificate.
Welland	Dunn, James Murison H.M.	1875	1100 00	LL.B., Toronto.
	Lennox, John	1888	800 00	I.B. Professional Certificate.
	Perry, Edith Campbell	1889	500 00	Assistant's Certificate.
Weston	Grey, Jeremiah Wilson H.M.	1888	1200 00	B.A., Victoria, Head Master's Certificate.
	Clark, William	1888	600 00	I.B. Professional Certificate.
Whitby C. I.	Tamblyn, William Ware H.M.	1888	1300 00	M.A., Toronto.
	Paterson, Richard Allan	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Waldron, Charles H	1888	800 00	M.A., Victoria, " "
	Greenwood, William John	1886	900 00	B.A., Victoria, Assistant's "
	Henderson, Anson G	1880	900 00	Assistant's Certificate.
Williamstown	Monroe, John A H.M.	1884	900 00	B.A., Victoria, Head Master's Certificate.
	Harvey, William B	1887	700 00	I.B., Professional Certificate.
	McCormack, Joseph	1889	550 00	B.A. Queen's.
Windsor	Sinclair, Angus H.M.	1875	1200 00	M.A., Toronto.
	McNeill, Alexander	1879	800 00	I.C. Professional Certificate.
	Elliott, Edwin	1889	800 00	B.A., Queen's. Assistant's Certificate.
	Freeman, John Alex	1889	800 00	B.A., Toronto. Assistant's Certificate.
Woodstock C. I	Hunter, David Hamilton H.M.	1884	1300 00	B.A., Toronto. " "
	Hogarth, Eber Septimus	1889	800 00	B.A., Toronto, Assistant's Certificate.
	Lennox, Thomas H	1885	1000 00	B.A., Toronto, Head Master's Certificate.
	Griffin, Albert Dyke	1881	1000 00	I.A. Professional Certificate.
	Kerr, Charles Staple	1889	800 00	B.A., Toronto, Assistant's Certificate.

RECAPITULATION.

27 Collegiate Institutes.
91 High Schools.

Total, 118

Collegiate Institutes.

27 Head Masters.
132 Assistant Masters.

Total, 159

High Schools.

91 Head Masters.
177 Assistant Masters.

Total, 268

Grand Total.

118 Head Masters.
309 Assistant Masters.

Grand total, 427

Date of Appointment.

1	1857
1	1865
1	1866
2	1868
1	1870
5	1871
3	1872
3	1873
5	1874
5	1875
8	1876
4	1877
6	1878
9	1879
7	1880
11	1881
16	1882
12	1883
17	1884
14	1885
33	1886
35	1887
80	1888
148	1889
427	

(Salaries.)

Collegiate Institutes.

Highest salary $2500
Average " H.M. 1422
" " A.M. 875

Average salary $968

High Schools.

Highest salary $1800
Average " H.M... 1033
" " A.M... 684

Average salary $802

Grand Total.

Highest salary $2500
Average " H.M.. 1122
" " A.M.. 765

Average salary $864

(Universities, etc., of Masters.)

Collegiate Institutes.

Toronto	84
Victoria	16
Queen's	11
Trinity	1
McGill	1
Glasgow, N. S.	1
Assistants Certificates	16
Provincial "	29
Total	159

High Schools.

Toronto	95
Victoria	30
Queen's	19
Trinity	10
Albert	1
Ottawa	1
British	4
Assistants Certificates	29
Provincial "	74
Permits	5
Total	268

Grand Total.

Toronto	179
Victoria	46
Queen's	30
Trinity	11
McGill	1
Albert	1
Ottawa	1
British	4
Glasgow, N. S.	1
Provincial Certificates	103
Assistants "	45
Permits	5
	427

ANNUAL REPORT

OF THE

CANADIAN INSTITUTE,

SESSION, 1888-9.

BEING PART OF APPENDIX

TO THE

REPORT OF THE MINISTER OF EDUCATION, ONTARIO,

1889.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

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CONTENTS.

PAGE.

ANNUAL REPORT OF THE COUNCIL OF THE CANADIAN INSTITUTE—SESSION 1888-89 ..... v.
Appendix I. Membership ..... viii.
" II. Treasurer's Statement ..... viii.
" III. Classification of Papers ..... xi.
" IV. Librarians Report ..... xi.

REPORTS OF SECTIONS—
Biological Section ..... xii.
Philological Section ..... xiv.
Geological and Mining Section ..... xiv.
Architectural Section ..... xvi.
Sociological Committee ..... xvi.

ARCHÆOLOGICAL REPORT by David Boyle 1
Names of Contributors 1
Dr. F. Parkman's Letter 2
American Visitors' Opinions 3
The Land of Souls 4
Township of Nottawasaga (Tobacco Nation) 4
Population 5
Ossuaries 5
Burial Customs 6
Situation of Village Sites and Ossuaries 9
Anderson Earthwork 11
Fort-building 12
Aboriginal Clearings 13
Agriculture among the Tionnontates 13
Food of the Aborigines 13
Birch-bark Canoes 14
Clay and Stone Pipes 14
Extinction of the Hurons 14
Village Site at Clearville, Orford Township 15
Clearville "Fort" 15
Plan of "Fort" 16
Result of Examination at Clearville 17
Triple occuple occupation of the ground 17
Township of Humberstone 18
Find made by "Solid Comfort Club" 18
Specimens from Township 19

ARCHÆOLOGICAL REPORT—*Continued.* PAGE.

Township of York 19
Village Site 19
Pottery 19
Township of Vaughan 20
Ossuary and Large Find of Skulls 20

NOTES 21
Pottery 21
Mindemoya Vase 22
Clay Pipes 23
Stone Pipes 28
Bone and Horn 31
Flint 35
Stone Tubes 35
Miscellaneous Stone Relics 36
Mills or Mortars 38
Copper 39
Crania 41
Modern Indian Dress, etc 42

FRENCH RELICS FROM VILLAGE SITES OF THE HURONS, BY A. F. HUNTER, B.A. 42
Table Showing Geographical Distribution of French Relics in the Counties of Simcoe, York and Ontario 44

CATALOGUE OF SPECIMENS IN THE PROVINCIAL ARCHÆOLOGICAL MUSEUM 47
Case A., European Manufacture 48
" B., Broken and Unfinished Articles 50
" C., Rough Flints 53
" D., Typical Flints 53
" E., Miscellaneous Flints 54
" F., Flaked Tools and Weapons 54
" G., Bone and Horn 56
" H., " " " 60
" J., Shell 62
" K., Gouges 64
" L., Stone Pipes 66
" M., Slate Objects 68
Bird Amulets 68
Winged and Horned Specimens 71
Tubes 73
Bar Amulets 74
" N., Gorgets—two or more holes 74
" O., " —one hole 76
" P., Copper and Hematite 78
" Q., Of Unknown Use 80
" R., Clay Pipes 83
" S., Clay Pipes 85
" T., Discs 87
Rubbing Stones and Pestles 89

CATALOGUE OF SPECIMENS, ETC—*Continued.* PAGE.

Case U., Grooved Axes and Hammers 89
" V., Pottery 91
" W., Clearville Specimens 92
" X., Drills 92
" Y., Slate Weapons 94
" Z., Miscellaneous 95
" A2., Miscellaneous 97
Wall Case 1, Pottery 98
" 2, Iron Tomahawks, etc 98
" 3, Crania 99
" 4, Crania 99
" 5, Celts 99
" 6, Arrow and Spear Heads 100
Mortars or Mills 100
Modern Specimens 100
Blood Indian, N. W. Terr 100
Arouay Indian, British Guiana 100
" 7, Eskimo 101
Carib (West Indian) 101

BIBLIOGRAPHY OF THE ART AND ARCHÆOLOGY OF THE ABORIGINAL TRIBES OF THE DOMINION OF CANADA AND NEWFOUNDLAND.—SECOND PAPER by A. F. Chamberlan M. A. 102

ANNUAL REPORT OF THE COUNCIL OF THE CANADIAN INSTITUTE. SESSION 1888-89.

The Council of the Canadian Institute has the honor to lay before its members its Fortieth Annual Report.

The Council has much pleasure and gratification in recording an increased interest in the work, and an extension in the influence and prestige of the Institute.

The movement for a universal system of time-reckoning, initiated by Mr. Sandford Fleming, has spread far and wide. A deputation waited on His Excellency Lord Lansdowne in May of last year with regard to this subject, who was kind enough to bring the pamphlet on "Time-Reckoning" before the notice of the Secretary of State, through whom it was sent to all the colonial and foreign governments.

Cosmic or twenty-four hour time is being largely adopted on this continent. Inquiries have lately been received from the government of Hong Kong on this subject. The very enterprising kingdom of Japan has adopted the system as the basis of its time reckoning.

A clock marking cosmic time, the present of an American firm, has been in the reading room of the Institute for over twelve months.

The government of our Province paid the institute the compliment of placing one of its members, Mr. W. Hamilton Merritt, on the Royal Commission to enquire into the Mineral and Mining Resources of the Province. The report is of great value and will largely extend the development of our mineral resources.

The interest in the work of the Institute has not flagged during the past year; there have been 24 ordinary meetings at which 31 papers were read, and 36 meetings of sections at which 39 papers were read, or a total of 70 papers for the session.

The range and character of these communications have been fully equal to the standard of former years; they have been well and fully discussed. The average attendance of the meetings is in advance of last year. The attendance of members in the reading room has also increased.

The Council desires to record its high appreciation of the generosity of the Government in again placing the sum of $1,000 at the disposal of the Institute for the extension of archæological research. Through the indefatigable exertions of the curator many valuable additions have been made to the museum from the Province and from the United States. The admirable arrangement of the speci-

mens in the various cases, has greatly assisted the study of this important branch of our national history. It is gratifying to report that the museum has been visited by a large number of ladies and gentlemen, from many of whom valuable donations have been received.

The appointment of Mr. David Boyle, as representative of the Provincial Government at the Cincinnati Exhibition last year, has been productive of much good to the interests he represented there, and has been the means of many valuable gifts being presented to our museum. His archæological report for 1888 has already appeared as an appendix to the report of the Minister of Education for last year.

The thanks of the Institute are due to Mr. Sandford Fleming for his exertions in procuring an interesting and valuable present from the Grand Trunk Railway Company of a portion of the first sod of the Northern Railway, cut on the 15th October, 1851, by Her Excellency the Countess of Elgin and Kincardine, and the bottle used on 14th January, 1853, to christen Collingwood harbor, and an extract from the *Globe* of the 26th January, 1863, giving an account of these relics and other interesting matters.

The members of the Photographic Section, desiring to extend their work in a more practical manner, resolved to form a Photographic Society having wider scope than they believed would be offered by a union with the Institute; they have in consequence withdrawn from the Institute. The Council regrets this action.

The Biological and Natural History Section continues to make its influence felt, and deserves the thanks, not only of the Institute but of the citizens at large, for its recent successful remonstrances against the destruction of the purely natural beauties of High Park.

The list of donations and exchanges has increased. The library has received many valuable additions; this department is carefully attended to by our energetic librarian; over 300 volumes were bound this year; extra accommodation in the library is an urgent necessity.

The treasurer's statement shows a satisfactory balance at the credit of the Institute, and the increased interest taken in the Institute by the comparatively small number of members in arrears.

The membership has been increased by 22 elections during the past session. The Council after much careful thought determined to make a thorough examination of the list of members and enforce the rules against members in arrears who refused to make any settlement. The list now submitted is more complete than any hitherto presented to the Institute, and represents truly the actual membership. The Council would urge on the Institute the importance of adhering to the step now taken, and enforcing the rules against members in arrears, as it is only by this means that membership in the Institute will become of value.

The Council endorses the remarks of the auditors that a proper valuation of the assets of the institute should be made.

During the past year the Institute has lost by death two distinguished life members, the Rev. Walter Stennett, of Cobourg, and Prof. G. Paxton Young. Apart from his special attainments in the department of Mental and Moral Philosophy, Prof. Young was a mathematician of a very high order; some of his later papers read before and published in the Proceedings of the Institute, place him in the foremost rank of mathematicians.

In recognition of his valuable services at the inception and in the early days of the Institute, as well as his honorable professional career, Mr. Kivas Tully, C.E, (who was our first Secretary) has been elected an honorary member.

Your Council is much gratified to announce that the invitation of the Institute to the American Association for the Advancement of Science to hold its next meeting in this city has been accepted, and there are bright prospects of a very successful meeting.

Following up the memorial of January, 1888, meetings have been held with the Honorable Commissioner of Crown Lands with reference to setting aside a tract of land for the preservation of the forests and wild animals in this Province. At his suggestion a memorial with a sketch map showing an area which could be made available for such purposes is being prepared.

The reports of the various Sections are appended. They all show satisfactory progress in their several branches.

All of which is respectfully submitted.

CHARLES CARPMAEL,
President.

APPENDIX I.

MEMBERSHIP.

Number of Members on 1st April, 1888,—309.

Honorary Members	7	
Life Members	10	
		17
Ordinary Members:		
1. Who have paid their subscriptions to 31st December, 1889, including new members	141	
2. Who have paid their subscriptions to 31st December, 1888	65	
3 " " 31st December, 1887	14	
4. Who are two years and more in arrears	3	
		223
		240
5. Losses through death and withdrawals	36	
6. Names struck off the roll for non-payment of arrears	23	
7. Names placed on suspense list for non-payment of arrears	10	
		69
		309
8. Members elected during the present session who have paid their annual subscription	15	
9. Members elected during the present session who have not yet paid	7	
		22
Associates	32	

APPENDIX II.

TREASURER IN ACCOUNT WITH INSTITUTE FOR THE YEAR ENDING MARCH 31st, 1889.

To Summary:—	
" Amount received, from building fund	$ 110 11
" " " in Imperial Bank	163 56
" Cash on hand	9 20
" Annual subscriptions	809 75
" Rents	233 50

To Summary :—	
" Government Grant	$1,000 00
" Journals sold	15 65
" Periodicals sold	9 49
" Biological Section	50 00
" Woodcuts	4 75
" For Conversazione of 1886	2 00
" Interest	60
	$2,408 61

By Summary:	
" Salaries	$ 370 50
" Printing Journal	688 67
" " Miscellaneous	39 25
" Stationery	45 53
" Postage	129 26
" Freight and express charges	23 27
" Repairs	56 96
" Gas	32 88
" Water	24 00
" Periodicals	123 21
" Furniture	6 00
" House cleaning	99 30
" Fuel	78 25
" Taxes	9 36
" Phonographic Exhibition	15 00
" Architect	50 00
" Customs charges and brokerage	3 00
" Advertising	7 75
" Sundries	19 35
" Interest	212 00
" Promissory note	200 00
" Balance in Imperial Bank	137 00
" Cash in hand	38 07
	$2,408 61

Examined and found correct.

(Signed) ARTHUR HARVEY, J. B WILLIAMS, } Auditors.

JAMES BAIN, JR., IN ACCOUNT WITH ARCHÆOLOGICAL GRANT.

To Government Grant for 1888-89	$1,000 00
" Balance forward	35 45
	$1,035 45
By Purchase of specimens	$ 550 00
" " cases	91 65
" Engraving and printing of specimens for Report	102 50
" Travelling expenses and remuneration of Curator	285 67
" Bank charges	38
" Balance on hand	5 25
	$1,035 45

Examined and found correct.

(Signed) ARTHUR HARVEY, J. B. WILLIAMS, } Auditors.

ASSETS AND LIABILITIES.

ASSETS.

Building	$11,500 00
Warehouse	720 00
Ground	3,000 00
Library	5,000 00
Specimens	2,000 00
Personal Property	1,000 00
	$23,220 00

LIABILITIES.

Mortgage No. 1, due 1892	$3,000 00
" " "	1,000 00
Balance in favor of the Institute	19,220 00
	$23,220 00

The Auditors having carefully gone over the accounts and vouchers beg to report.

That the cash accounts kept by Mr. Young are in perfect order.

That the distribution into the various heads of income and expenditure, made by Mr. Bain, the treasurer, corresponds therewith.

Your Auditors think it would be wise to have a proper valuation made of the various assets of the Institute—Library, museum and building, and to procure by this means a reliable statement of its Assets and Liabilities—and recommend the subject to the consideration of the Council.

(Signed) ARTHUR HARVEY } Auditors.
J. B. WILLIAMS, }

Canadian Institute, Toronto,
April 25, 1889.

APPENDIX III.

Classification of Papers.

Classification of papers read, by subjects:—Anthropology, 1; Archæology, 3; Astronomy, 2; Chemistry, 2; Economics, 1; Geology, 3; History, 2; Mathematics, 1: Miscellaneous, 3; Philology, 3; Political Science, 1; Physics, 3; Physiology, 1; Sanitary Science, 2; Social Science, 1; Sociology, 2; total, 31 papers read at 24 meetings.

Read at the meetings of the Biological Section, 22 papers; Architectural Section, 3; Geological and Mining Section, 5; Philological Section, 9 papers; total, 39. Making in all 70 papers.

APPENDIX IV.

Librarian's Report.

The statement for the Library for the year 1888-89 is as follows:

I.	Donations to the Library	85
II.	Exchanges:	
	1. Canada	138
	2. Great Britain and Ireland	481
	3. United States	569
	4. Mexico and South America	43
	5. Austria-Hungary	150
	6. Belgium	54
	7. Denmark	4
	8. France and Algeria	396

9. Germany	106
10. Italy	146
11. Netherlands	25
12. Norway	30
13. Portugal	7
14. Russia	37
15. Spain	18
16. Sweden	18
17. Australia	31
18. British India and China	34
19. Japan and Java	20
Total	2,307

III. New exchanges	39	
IV. Total number of exchanges	435	
V. Periodicals subscribed for, same as last year with the exception of "Hardwicke's Science Gossip," which has been discontinued	31	
Total single copies of these received	769	
VI. Number of volumes bound during the year		306
VII. Number of publications taken from Reading Room and Library during the year		1,900

All of which is respectfully submitted.

GEO. E. SHAW,
Librarian.

REPORT OF THE BIOLOGICAL SECTION.

The section has to report a year of progress and prosperity.

The regular fortnightly meetings have been held throughout the year, and the attendance has been satisfactory.

A schedule is attached showing the papers read—22 in all.

As this section is to a large extent educational in its objects, it is not required that the papers read should be the result of original research, and we would welcome the assistance of some of the many members of the Institute who are well qualified to give us much information that would both interest and instruct.

The microscope which our last report mentioned as having been purchased but not then arrived, has been received, and by its means many points in the papers read before the section are illustrated, and the enthusiasm of those mem-

bers engaged in the study of minute forms of life, has been quickened. The microscopical curator will always be ready to attend meetings of the Institute, or other sections, when the use of the instrument is desired. A small collection of slides has already been secured for the section's cabinet, and more are expected.

Two years ago when the Institute contemplated the completion of the museum upstairs, this section became responsible for two years for the interest on the mortgage of $1,000, which was given to raise the necessary funds, and we are glad to say that this has been paid, and the section is now free from debt or liability.

Not much progress has been made in our department of the museum. We merely desire to draw attention to the fact that biological specimens cannot be mounted without money, and that our section has absolutely no source of income except grants from the Council of the Institute.

W. E. MIDDLETON,
Secretary of Biological Section.

The officers for next year are: James H. Pearce, President; W. E. Middleton, Secretary.

SCHEDULE OF PAPERS.

1. E. E. Thomson.....*Canadian Birds.*
2. Rev. K. F. Junor.....*Echini.*
3. J. H. Pearce..... *Inaugural Address.*
4. M. Chamberlain.....*Canadian Birds.*
5. J. Noble. ....*Mosses* (First Paper).
6. " ... . " (Second Paper).
7. Wm. Brodie..... . .....*Parasites of Potato Beetle.*
8. Wm. Brodie.....*Lemothrips Graminæ.*
9. J. H. Pearce.....*Flowers* (First Paper).
10. " ..... " (Second Paper).
11. W. E. Middleton.....*Fresh Water Sponges.*
12. J. B. Williams.....*Birds Observed in 1888.*
13. Wm. Brodie.....*Snakes.*
14. W. E. Middleton.....*Structure and Fructification of Ferns.*
15. C. Armstrong.....*Canadian Ferns.*
16. Wm. Brodie.....*Relation to Environment.*
17. E. E. Thompson.....*Winter Birds of Toronto District.*
18. J. H. Pearce.....*Moulds and Kindred Fungi.*
19. W. E. Middleton.....*Microscopic Mounting.*
20. James Noble.....*Plant Evolution.*
21. James Noble.....*Plant Development.*
22. A. Elvins.....*Volvox Globator.*

REPORT OF THE PHILOLOGICAL SECTION.

Gentlemen,—I have the honor to present for your consideration the Third Annual Report of the Philological Section, for the year ending March 31, 1889. During the session the section has met regularly on the second and fourth Tuesdays of each month.

Following is a list of papers read at the various meetings:

(1) April 10, 1888—"A Chart of Elocutionary Drill." By T. B. Browning, M. A.
(2) April 24, 1888—"Volapük, the New World-Language." By D. R. Keys, B. A.
(3) April 24, 1888—"On some words of Indian origin in the French Canadian Dialect and Literature." By A. F. Chamberlain, B. A.
(4) November 13, 1888—"The language of the Mississaguas of Scugog, with special reference to Sematology." By A. F. Chamberlain, B. A.
(5) November 27, 1888—"The Semitic Vowels." By Rev. Prof. McCurdy Ph.D.
(6) January 8, 1889—"The Origin and Development of Grammatical Gender." By A. F. Chamberlain, B.A.
(7) January 22, 1889—"Language Learning and Language Teaching." By William Houston, M.A.
(8) February 12, 1889—"The Gaelic Vowel System." By David Spence, Esq.
(9) " 26, 1889—"The Gaelic Consonants." " "

During the month of March the section continued the investigation of the Gaelic Language introduced by the papers of Mr. Spence, of whose valuable assistance it was enabled to avail itself. On the 8th January, 1889, the Rev. J. F. McCurdy, Ph.D., resigned the office of chairman of the section, to which position Mr. D. R. Keys, B.A., was duly elected.

The officers for the ensuing year are:—Chairman, D. R. Keys, M.A.; Vice-Chairman, Jno. Squair, B.A.; Secretary, A. F. Chamberlain, M.A.

(Signed) A. F. CHAMBERLAIN,
Secretary Philo. Section, C. I.

REPORT OF THE GEOLOGICAL AND MINING SECTION.

Gentlemen,—Very much interest continues to be manifested by the members of this section, in the study and discussion of those subjects which form the specialty of our organisation.

At the various meetings which have been held during the year, the attendance has been good.

At the first meeting of the sessional year, communications were read from the Department of the Interior, referring to measures taken by that Department for collecting and publishing statistics and other information on the mining and metallurgical interests of the Dominion, and enclosing a copy of an Order-in-Council on the same subject, approved by the Governor-General in Council; also referring to an interview had by the chairman and secretary of this section, with the Deputy Minister of the Interior, on the subjects of (1) Prompt publication of the Survey's reports on mining affairs; (2) Coöperation of the Dominion and Provincial Governments in the collection of such information, and (3) Legislation making the furnishing of such information compulsory.

In thus directing the attention of the authorities to an important subject, the section has been able to do good work, and recent publications of reports justify the action taken by this section.

A number of interesting papers have been read during the year, and the discussions arising therefrom have aided materially in familiarizing many with facts relative to the minerals and mineral resources of our Province.

The Section has also taken much interest in the project of eastablishing in this city a Provincial Mineralogical Museum, and trusts that its efforts in this direction may yet be crowned with success.

Officers have been elected as follows for the current year:

Chairman—W. Hamilton Merritt.

Vice-Chairman—Arthur Harvey.

Secretary and Curator—David Boyle.

Managing Committee—R. W. Phipps, A. F. Chamberlain, A. Elvins, John Notman, P. H. Bryce, M.D.

The present year is confidently regarded by the section as likely to prove more than usually profitable to the section in all that relates to the investigation and study of geology and mining in Ontario.

W. HAMILTON MERRITT,
Chairman.

ARTHUR HARVEY,
Vice-President.

DAVID BOYLE,
Secretary.

PAPERS READ DURING THE SESSION.

Mr. Harvey—"On Certain Lacustrine Deposits;" "On the Synclinal Trough of Lake Superior."

Mr. Merritt—"The Iron Ranges of Northern Michigan and Minnesota;" "Laurentian Formation of New Jersey, with relation to the Iron Mines therein."

Mr. Mills, of St. Ignace, Michigan—"Iron Smelting Furnaces."

REPORT OF THE ARCHITECTURAL SECTION.

Gentlemen—The members of the Section have met fortnightly during the Session, the meetings being chiefly occupied by instructive and interesting discourses, theoretic and practical, delivered by some of the prominent Architects and Master Mechanics of this city, who commended and encouraged the objects and motives of the Section, promising and offering us their entire sympathy and support.

The following were among the papers read and debated upon, being subsequently published in the *Canadian Architect:*

"The responsibilities of Students to their Profession," by R. R. Gambier Bousfield, A.R.I.B.A.; "Subsoil Irrigation," by E. Burke, Architect; "A Discourse on Carpentry," by R. Wilson.

Besides the papers and addresses, competitions were engaged in in designing Bay windows, Oriel windows, Entrances, etc.

At the close of the Session the following officers were elected: Robert Dawson, Chairman; Chas. D. Lennox, Treasurer; J. Fras. Brown, Secretary.

Yours verily,

J. FRAS. BROWN, *Secretary.*

REPORT OF THE SOCIOLOGICAL COMMITTEE.

The Committee on Sociology begs leave to present its report for the year 1888-89.

1. Your Committee was constituted at the first meeting of Council this year and at once procured a circular, which appears in the last *Fasciculus* under the heading "Sociological Circular," to be drawn up, printed and distributed chiefly to the following classes of persons:

(1) Indian agents, farm instructors, inspectors, teachers in Indian schools in Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward's Island, Manitoba, the North-West Territorities and British Columbia.

(2) Magistrates, inspectors of North-West Mounted Police, registrars, clerks of the peace, members of Council in North-West.

(3) Missionaries of the leading churches: Church of England, Roman Catholic, Presbyterian, Wesleyan.

More than a thousand copies have been distributed, so that your Committee is of opinion that the circular has found its way to most persons in the Dominion who are interested in Indian questions.

2. Your Committee has received material assistance from the Hon. Edgar Dewdney, Superintendent-General of Indian Affairs for the Dominion, the Hon. A. S. Hardy and the Hon. G. W. Ross, Ministers respectively of Crown Lands and Education of Ontario ; is deeply indebted to the newspapers, educational, religious and legal press of Canada for bringing the subject to the attention of the public, and for extended and favorable notices of the Committee's work ; also to the following periodicals : Magazine of Western History, Popular Science Monthly, Journal of Anthropology of the United States, Historical Review and Law Quarterly of England.

3. At the request of your Committee the Canadian Pacific Railway has kindly consented to carry archæological and natural history specimens free of charge for the Institute.

4. The publication of the Indian Treaties of Canada and the Provinces has engaged the attention of your Committee. The Council and Institute will, no doubt, be pleased to learn, from the accompanying letter of Mr. Vankoughnet, that this important work is under way and will shortly be completed. The correspondence on the subject is herewith submitted. Copies of the Dominion Reports on Indian Affairs from 1875 up to and inclusive of 1888 have been received for the use of the Institute, for which your Committee has duly returned its thanks to the Superintendent-General.

5. In reply to the circular a number of letters and abstracts have been received, among them

(1) A short abstract from the Rev. T. S. Cole, B.A.

(2) An interesting letter from Inspector A. Bowden Perry of Prince Albert, North-West Territories, which your Committee begs to submit to the Editorial Committee for publication, together with a detailed paper on

(3) "The Western Déné," by the Rev. A. G. Morrice, O.M.

A number of other papers are promised, principally by reverend gentlemen whose duties bring them into direct contact with the Indian population of Manitoba and the North-West.

6. Your Committee begs leave to reserve such remarks of a sociological nature as it may desire to make for the separate papers as they appear, suggests that the circular be re-issued with such alterations and additions as may seem proper, and entertains the hope that the success which has accompanied its efforts this year will be redoubled in the year to come to the common benefit of the Institute, its members and the country.

All which is respectfully submitted on behalf of the Committee.

T. B. BROWNING,
Chairman.

ARCHÆOLOGICAL REPORT.

By David Boyle.

To the President and Members of the Canadian Institute:

Gentlemen,—It is gratifying to be able to state that the interest in archæological matters has increased very considerably throughout the province, since the inception of our scheme to place ourselves as nearly as possible abreast of other countries in this respect. The hope expressed in our first report, that "its appearance would tend to arouse a more general interest in the subject," has thus been realized. The activity, however, has been mainly displayed in the work of collecting. Old collectors have been encouraged to go on, and many new ones have entered the field. On this account there is no doubt that much valuable material will be preserved, which otherwise would have been lost, but as a consequence, there is now greater difficulty in adding specimens to our collection. Ultimately, it is probable that many amateur lots will find their way to the provincial museum, and already several assurances have been given to this effect by individual collectors. Another good result arising from our project, is the very general determination arrived at by almost all who pick up specimens, not to let them go out of the country. In a few instances collectors seem to be mainly actuated by mercenary motives, but as a rule they are really *amateurs*. Among the latter are some who take the broad, public-spirited view, that it is better to place their "finds" in a large collection, where every one may see them, than to retain them at home for merely personal gratification.

On a list of such for the past year, the Institute must place the names of Messrs. R. W. Reavley, B.A., Teacher, Tilsonburg; R. D. George, Teacher, Fonthill; William and David Melville, Creemore; Dugald Carrie, Teacher, Creemore; Cyrenius Bearss, Sherkston; Wm. Michener, Sherkston; Isaac and Ezra Bearss, Sherkston; John N. Boyle, Braeside, Richmond Hill; Dr. R. Orr, Maple; William and Robert Lougheed, Smithdale; Herbert and Theophilus Connor, Glenhuron; Thomas White, Cashtown; Thomas Boon, Bothwell; Mrs. Barney, senior, Sherkston; Geo. Muma, Humberstone; Mr. John McPherson, Toronto; Miss Kirkwood, Toronto; Wardie and Ottie White, Toronto; Joseph Smelser, Vaughan; Luke Mullock, Waterdown; Major J. M. Delamere, Toronto; Wm. Welsh, Amberley; Rev. John McLean, Moosejaw, N. W. T.; Angus Buie, Nottawasaga, and Clarence Bell.

Thanks are also due to a large number of persons in various parts of the province, who have supplied information of great value. The names of some of these gentlemen, with a statement of the results arising from their communications, will be found in the present report. In other cases the work remains to be done.

Owing to some misunderstanding, the number of reports printed last year was considerably less than for the year previous. On this account I believe that even the members of the Institute were not supplied with them, and many applications for copies have had to be refused. This year it is hoped that a large enough number will be struck off, to supply all who are interested.

I have already stated that the increased archæological activity recently displayed among amateurs, has manifested itself chiefly in the work of collecting. This is good so far as it goes, but does not accomplish what is required from the Institute's standpoint. For present and future use are demanded at least moderately accurate surveys of all aboriginal locations, with drawings of fortified works, and exact data relating to materials, patterns, depths, soils, ash-heaps, position of bodies, with particulars relating to skulls, modes of burial, presence or absence of European influences, and many other details requiring experience, time and labor to record satisfactorily.

Mr. A. F. Hunter has devoted considerable time and done a good deal of travelling, for the purpose of locating villages, potteries and ossuaries, in townships formerly occupied by the Hurons. His paper on that district is exceedingly interesting, and will enable any future explorer with "reasonable means," to economize time in making a more detailed survey, or in excavating for relics.

Having begged permission from Dr. Francis Parkman, the historian, to quote from his works for use in this report, in connection with the work done in Simcoe county, a prompt and courteous reply was received from that gentleman, granting the favor asked. In this note Dr. Parkman wrote:

"I infer from what you write, that you are making investigations in the old Huron country. Should the result be printed, I should be glad if you would let me know of it."

Copies of our two former reports having been mailed to him, he afterwards wrote:

"Thank you for the two reports of the Canadian Institute which you have kindly directed to be sent me. It is certainly in the power of the Institute if it has reasonable means at its disposal, to do good service to American archæology, by exploring the Indian remains of Ontario, and above all those of the old Huron country, including that of the Tobacco nation. I am glad a beginning has been successfully made in this direction, and hope that the Institute will be enabled to continue its work, before the spread of settlement makes such researches difficult or impossible.

"Yours very truly,

"F. Parkman.

"Boston, 3rd July, 1889"

It is inspiriting, even inspiring, to know that we have the countenance of so high an authority, the very highest in fact, in all that appertains to the history of American and more especially (so far as we are concerned), of Canadian Indians. No one better than he can fully estimate the value of such investigation, in their bearing upon the past and present European relations of the Aborigines to the history of our country, for no one else has devoted so much of a busy life-time to the patient, arduous and scholarly study of Canadian colonial development, the results of which are embodied in a series of volumes, that are perhaps unequalled in the historic literature of any other land in the world.

It would be difficult to conjecture what Dr. Parkman regards as "reasonable means" at the disposal of the Institute, whereby "to do good service to American archæology," and he would probably be incredulous were he informed as to the smallness of the sum that has been spent by us in three years, for the purpose in question—a sum which has covered payment of services, travelling expenses, employment of manual labor, purchase of specimens, express and freight charges, supply of show cases, printing of circulars and labels, postage and engraving.

During the meeting of the American Association for the Advancement of Science, many of the most distinguished ethnologists and archæologists on this continent, examined our collection of illustrative specimens, and their remarks on the extent and character of the museum were such as to afford the Institute satisfaction with what has been accomplished, as well as encouragement for future prosecution of work in the same direction.

Prof. Putnam, of the Peabody museum, which has one of the largest collections of this kind in the United States, said that in proportion to its size, our museum contained a greater variety of unique and instructive specimens, than any other he had ever seen.

Dr. Abbott, of Trenton, New Jersey, expressed himself as being especially pleased with the contents of the cases containing ornaments and implements of bone.

Rev. Mr. Beauchamp declared that our collection of stone "bird-amulets" was superior to anything of its kind in any American museum.

Prof. Morse, of the Essex Institute, Mass., was surprised to see the variety of pottery patterns.

Several of the visitors recorded their opinions on the pages of our register and from these the following are quoted:

Mr. A. E. Douglas, of the Museum of Natural History, New York, wrote:—"I consider this collection is almost unique in objects of great interest to archæologists." Mr. Douglas is himself, the owner of one of the largest private collections in America. It is on permanent exhibition in the New York museum.

The Rev. W. M. Beauchamp, of Baldwinsville, New York, and an *attaché* of the Smithsonian Institute, Washington, expresses himself as follows:—"I have been greatly pleased and profited by examining the valuable collection of Indian articles in the Canadian Institute, among which are some that are beyond price to an antiquarian, and will prove of the highest use in solving some questions of early history. Ontario will soon have reason to be proud of such treasures." Mr. Beauchamp is now employed in getting together for the Smithsonian Institute just such information relative to the Hurons, as Mr. A. F. Hunter and myself employed a portion of the past season in procuring for the Institute.

Mr. Chas. W. Smiley, who is also connected with the Department at Washington, wrote:—"Here is a fine collection, which we should appreciate in Washington very highly. Whatever more can be obtained and added before it is too late, should be secured *at once*. Unless Ontario gather up her scattered materials soon, they will be taken away to enrich museums abroad. Now or never!"

Few persons are better qualified than Dr. C. C. Abbott, of Trenton, New Jersey, to express an intelligent opinion in relation to matters of this kind. He has devoted many years to archæological study, and is the author of several works on the subject. His immense private collection is on view at the Peabody Museum, Cambridge, Massachussetts. Dr. Abbott has left us the following record:—"I have examined the archæological collection of this Institute, and am delighted with it. Its value for scientific purposes is very great, and already there is gathered here the material for comparative study, so much needed by students of archæology. Collections of given areas as complete as possible, are the requirements for finally solving the problem of North America's aboriginal peoples; and I earnestly pray that not only the citizens of Toronto, but the Provincial Government, will be exceedingly liberal in assisting those who have made so admirable a collection as is here brought together."

The time of Prof. Putnam was so fully occupied in the performance of his duties as secretary of the A. A. A. S., that he had but little leisure to do more than make a few brief visits to the museum. The following sentence however, may be quoted from what he has written:—"I have found here very much of importance to me in my study of the skulls of American peoples." Prof. Putnam ranks among the first of American ethnologists and archæologists, and it was exceedingly gratifying to receive from him, both orally and in writing, so high an opinion of the work that has been done.

It is a matter of some regret that Prof. Putnam's visit to the city did not occur a few weeks later, as during that time we more than doubled our collection of crania, several specimens of which exhibit notable peculiarities, one at least having the Inca bone well marked.

"THE LAND OF SOULS."

"We come from the Land of Souls, where all is sorrow, dismay, and desolation. Our fields are covered with blood; our wigwams are filled, but with the dead, and we ourselves have only life enough left to beg our friends to take pity on a people drawing near their end." Petition of the Hurons to the Andastes in 1647. Raguenau, *Relation des Hurons.*

The vast number of communal and other burial places that may still be traced over the area formerly occupied by the Hurons, evidence the density of the aboriginal population and afford a reason for the poetic title given by the natives to their dying country, when they besought their kindred on the Susquehanna for assistance, nearly two-hundred and fifty years ago.

Having spent considerable time last June in the township of Nottawasaga for the purpose of mapping the district, marking the ancient village sites and ossuaries, and collecting specimens, I cannot do better than quote from Parkman, a brief description of that land and its people.

"In the woody valleys of the Blue Mountains, south of the Nottawasaga Bay, of Lake Huron, and two days journey west of the frontier Huron towns, lay the nine villages of the Tobacco Nation, or Tionnontates;* In manners as in language they closely resembled the Hurons. Of old they were their enemies, but were now at peace with them, and about the year 1640 became their close confederates. Indeed in the ruin which befel that hapless people, the Tionnontates alone retained a tribal organization; and their descendants, with a trifling exception, are to this day the sole inheritors of the Huron or Wyandot name. Expatriated and wandering, they held for generations a paramount influence among the western tribes. In their original seats among the Blue Mountains, they offered an example extremely rare among Indians, of a tribe raising a crop for the market; for they traded in tobacco largely with other tribes. Their Huron confederates, keen traders, would not suffer them to pass through their country to traffic with the French, preferring to secure for themselves the advantage of bartering with them in French goods at an enormous profit." †

If other reasons were wanting, the facts cited in the foregoing quotation are sufficient to interest us in all that pertains to a people so exceptional in many respects to other aborigines inhabiting this part of the continent. The axe and

* The district formerly occupied by the Tobacco Nation, and now included within the limits of Collingwood, Nottawasaga and Sunnidale townships, held, within recent geological time, a very different relation to the great fresh water sea from what it does at present. The proofs are everywhere abundant that the valley drained by the Nottawasaga River was at one time a prolongation of Nottawasaga Bay, connecting the waters of Lake Huron and Lake Simcoe, and bounded westwards by the gentle slopes of the "Blue Mountains," so-called; for the term is a misnomer, where we take into account that these elevations seldom if ever exceed 500 feet, above the lake level, and are cultivated from base to crown.

† Parkman, The Jesuits in North America. Introduction, p. xliii, 21st edition. Boston, 1885.

the plow are rapidly removing every land-mark; already many have been obliterated, but a large enough number remain to attest the truth of all that has been stated regarding the population, which was reckoned at from twenty thousand to thirty-five thousand. *

If we regard the nine villages or towns of the Tionnontates or Tobacco Nation, as having been of average population with the remainder of the thirty-two all of which were reckoned in 1639, to contain thirty thousand souls, it would appear that the population of the Blue Mountain district was not less than five thousand five hundred, but if we make allowance for the agricultural habits of the Tobaccoes and their consequently less persistent warlike proclivities, it is probable that the number of the people fell little short of eight thousand, about the year 1640.

Even with half that number the country of the Tobacco Nation must have been well populated, when it is borne in mind how large an area is required for the support of those who depend more or less on the results of the chase for their livelihood.

Some of the ossuaries, or communal burial pits have been estimated by intelligent settlers who have opened them, to contain from five hundred to fifteen hundred skeletons. Making due allowance for exaggeration in viewing the spectacle of immense quantities of bones, without any effort to assort them or otherwise make an exact count, it seems to be capable of proof, that fully a thousand skeletons have been found in a single pit. One settler informed me that he had counted upwards of nine hundred skulls almost whole, and assured me that there must have been from one hundred to two hundred others in a fragmentary condition. Dr Taché of Quebec, writing to Dr. Parkman, says, "I have inspected sixteen *bone-pits*. * * * * * * They contain from six hundred to twelve hundred skeletons each." Most of these ossuaries, known locally as "bone-holes," are of post-European date and contained copper or brass kettles. Here, as in the township of Beverly (mentioned in a former report,) the pioneer settlers, or some of them rather, made it their business to open every known grave-pit, for the purpose of procuring these utensils, sometimes to the number of twenty or more from one place. All those I opened last summer had been previously ransacked, and I think I am safe in saying that it is now almost impossible to find within the ancient limits of the Tobacco Nation, or inded any where in the old Huron country, an ossuary that has been left undisturbed.

Even, however, at the time when these burial-pits were first opened, many of them were totally devoid of anything save promiscuously interred bones, and we are thus brought face to face with the fact that it was *not* the invariable custom of the aborigines to deposit tools, utensils and ornaments with human remains, at any rate, during the latter days of savage existence in this part of the world. That the custom was much more prevalent in former times there is little doubt, but it is my own experience as well as that of others, that graves evidently of prehistoric date have been found wholly destitute of material for the use of the departed spirits. This may be accounted for either on the supposition that the bodies were hastily interred after some bloody affray, and in proximity to the enemy, by those who were defeated, or, that those who succeeded in maintaining

* "The number of the Huron towns changed from year to year. Champlain and Le Caron, in 1615, reckoned them at seventeen or eighteen, with a population of about ten thousand, meaning, no doubt, adults. Brébeuf, in 1635, found twenty villages, and, as he thinks, thirty thousand souls. Both Le Mercier and Du Quen, as well as Dollier de Casson and the annonymous author of the *Relation* of 1660, state the population at from thirty to thirty-five thousand. Since the time of Champlain's visit, various kindred tribes, or fragments of tribes, had been incorporated with the Hurons, thus more than balancing the ravages of pestilence which had decimated them."—Parkman, Jesuits in North America. Introduction—note, p. xxv

their ground after an engagement thus buried the slain of the discomfited party. I am not aware that any such record exists, but nothing can be more reasonable than to conclude that the victors would hasten to bury the bodies of those who had been killed, especially when the fighting had taken place as it so often did at, or close to, a village, and when it involved less trouble and inconvenience to bury the dead than to strike camp and leave the bodies exposed. In the Huron country this must frequently have been a powerful reason, where clearings were made for simple agricultural purposes, and dwellings were erected of a more permanent type than that of the Indian who subsisted altogether by hunting.

Another reason suggests itself, namely, that numerous deaths as the result of sickness or war may have so depleted the living of personal property that nothing in many cases was left for mortuary offerings.

Account for it as we may, it is well at all events to disabuse the popular mind of a fallacy that has been confirmed by so many writers, leading to the belief that every Indian grave necessarily contains objects of human workmanship.

Nevertheless, the great feast of the dead was an occasion of vast importance when conducted according to traditional custom, and occurring as it did at intervals of several years. Brébeuf in 1636, was the first to describe fully the ceremonies attendant upon a communal burial at Ossossané or La Conception, the site of which was not far from the present village of Wyevale. The people inhabiting this district were the Attignaouentans or Bear Nation, of the Huron confederacy, among all the members of which the practices were similar. From the *Relation* of Brébeuf, and from other sources we are tolerably well informed with regard to the ceremonies in question. Dr. Parkman's vivid rendering of Brébeuf's discription may be quoted: "The body was usually laid on a scaffold, or, more rarely in the earth. At intervals of ten or twelve years, each of the four nations * which composed the Huron confederacy gathered together its dead, and conveyed them all to a common place of sepulture. Here was celebrated the great 'Feast of the Dead,'—in the eyes of the Hurons, their most solemn and important ceremonial. * * * * * * * * * *

"The corpses were lowered from the scaffolds and lifted from their graves. Their coverings were removed by certain functionaries appointed for the office, and the hideous relics arrayed in a row, surrounded by the weeping, shrieking, howling concourse. The spectacle was frightful. Here were all the village dead of the last twelve years. * * * Each family reclaimed its own, and immediately addressed itself to removing what remained of flesh from the bones. These, after being tenderly caressed, with tears and lamentations, were wrapped in skins and adorned with pendent robes of fur. In the belief of the mourners they were sentient and conscious. A soul was thought to still reside in them; and to this notion, very general among the Indians, is in no small degree due that extravagant attachment to the remains of the dead, which may be said to mark the race.

"These relics of mortality, together with the recent corpses, which were allowed to remain entire, but which were also wrapped carefully in furs, were now carried to one of the largest houses and hung to the numerous cross-poles, which, like rafters, supported the roof. Here the concourse of mourners seated themselves at a funeral feast; and as the squaws of the household distributed the food, a chief harangued the assembly, lamenting the loss of the deceased and extolling their virtues. This solemnity over, the mourners began their march for Ossassané, the scene of the final rite. The bodies remaining entire were borne on a kind of litter, while the bundles of bones were slung at the shoulders of the

* The Tobacco Nation similar in language and manners, did not join the Huron confedracy until about 1639-40.

relatives like fagots. Thus the procession slowly defiled along the forest pathways with which the country of the Hurons was everywhere intersected; and as they passed beneath the dull shadow of the pines, they uttered at intervals, in unison, a dreary, wailing cry, designed to imitate the voices of disembodied souls * winging their way to the land of spirits, and believed to have an effect peculiarly soothing to the conscious relics which each man bore. When, at night, they stopped to rest at some village on the way, the inhabitants came forth to welcome them with a grave and mournful hospitality.

"From every town of the nation of the Bear processions like this were converging towards Ossossané. This chief town of the Hurons stood on the eastern margin of Nottawasaga Bay, encompassed with a gloomy wilderness of fir and pine. * * * * The capacious bark houses were filled to overflowing, and the surrounding woods gleamed with camp fires: for the processions of mourners were fast arriving, and the throng was swelled by invited guests of other tribes. Funeral games were in progress, the young men and women practising archery and other exercises for prizes offered by the mourners in the name of their dead relatives. Some of the chiefs conducted Brébeuf and his companions to the place prepared for the ceremony. It was a cleared area in the forest many acres in extent. In the midst was a pit about ten feet deep and thirty feet wide. Around it was reared a high and strong scaffolding, and on this were planted numerous upright poles, with cross-poles extended between for hanging the funeral gifts and the remains of the dead.

"Meanwhile there was a long delay. The Jesuits were lodged in a house where more than a hundred of these bundles of mortality were hanging from the rafters. Some were mere shapeless rolls, others were made up into clumsy effigies adorned with feathers, beads, and belts of dyed porcupine quills. * * * * At length the officiating chiefs gave the word to prepare for the ceremony. The relics were taken down, opened for the last time, and the bones caressed and fondled by the women amid paroxysms of lamentation. Then all the processions were formed anew, and each bearing its dead, moved towards the area prepared for the last solemn rites. As they reached the ground they defiled in order, each to a spot assigned to it on the outer limits of the clearing. Here the bearers of the dead laid their bundles on the ground, while those who carried the funeral gifts outspread and displayed them for admiration of the beholders. Their number was immense and their value relatively very great. Among them were many robes of beaver and other rich furs, collected and preserved for years with a view to this festival. Fires were now lighted, kettles slung, and around the entire circle of the clearing, the scene was like a fair or caravansary. This continued till three o'clock in the afternoon when the gifts were repacked and the bones shouldered afresh. Suddenly at a signal from the chiefs, the crowd ran forward from every side towards the scaffold, like soldiers to the assault of a town, scaled it by rude ladders with which it was furnished, and hung their relics and their gifts to the forest of poles which surmounted it. Then the ladders were removed and a number of chiefs, standing on the scaffold, harangued the crowd below, praising the dead and extolling the gifts, which the relatives of the departed now bestowed in their names upon their surviving friends.

"During these harangues other functionaries were lining the grave with robes of beaver skin. Three large copper kettles were next placed in the middle and then ensued a scene of hideous confusion. The bodies which had been left entire were brought to the edge of the grave, flung in, and arranged in order at the bottom by ten or twelve Indians stationed there for the purpose, amid the wildest excitement and the uproar of many hundred mingled voices. When this part of

* It is not easy to conjecture where they got their model for this imitation.

the work was done night was fast closing in. The concourse bivouacked around the clearing and lighted their camp-fires under the brows of the forest, which hedged in the scene of the dismal solemnity. Brébeuf and his companions withdrew to the village, where an hour before dawn, they were roused by a clamor which might have wakened the dead. One of the bundles of bones, tied to a pole on the scaffold had chanced to fall into the grave. This accident had precipitated the closing act and perhaps increased its frenzy. Guided by the unearthly din and the broad glare of flames fed with heaps of fat pine logs, the priests soon reached the spot, and saw, what seemed in their eyes, an image of Hell. All around blazed countless fires and the air resounded with discordant outcries. The naked multitude on, under and around the scaffold, were flinging the remains of their dead, discharged from their envelopments of skins, pell-mell into the pit, where Brébeuf discerned men who, as the ghastly shower fell among them arranged the bones in their places with long poles. All was soon over, earth, logs and stones were cast upon the grave and the clamor subsided into a funereal chant, so dreary and lugubrious, that it seemed to the Jesuits the wail of despairing souls from the abyss of perdition.* "

This most vivid and succinct description of one great burial ceremony may be regarded as being applicable in a general way to all other great feasts of the dead. It is probable that the various nations, composing the confederacy, differed to some extent in matters of detail, and there is reason to believe that in at least one important particular, the Tobacco Nation differed from the Hurons proper. Referring to the first disposal of the dead, as may be gathered from the foregoing extract, Dr. Parkman says, "The body was usually placed upon a scaffold, or, more rarely, in the ground." When we bear in mind the settled habits of the Tionnontates or Tobaccoes and the somewhat limited area they had to occupy, we can readily see that the scaffolding of dead bodies was not so well adapted to them as to peoples who led a roving life over vast extents of country. I have accordingly found numerous evidences that among the Tobacco Nation, inhumation, was the prevalent, if not the sole mode of preliminary disposal. On many of the farms in the Blue Mountain district, the plough has brought to light human remains that had been laid in graves singly, and not far below the surface. On lot 19 of the 7th concession of Nottawasaga, Mr. Edward Beecroft informed me that there were on the front or west end of the farm about one hundred single graves, and twice that number on the rear of his property. On the same lot an extensive village had been situated judging by the numerous deep and widely spread beds of ashes, while not far away the manufacture of clay vessels and pipes had been carried on, as is shown even yet by proofs of the most unmistakeable kind. There is a large ossuary on the same farm within a short distance of the village site.

If, therefore, we regard the existence of the village as having been contemporaneous with the individual graves, and there is no reason to doubt this, we can understand why inhumation was preferable to scaffolding.

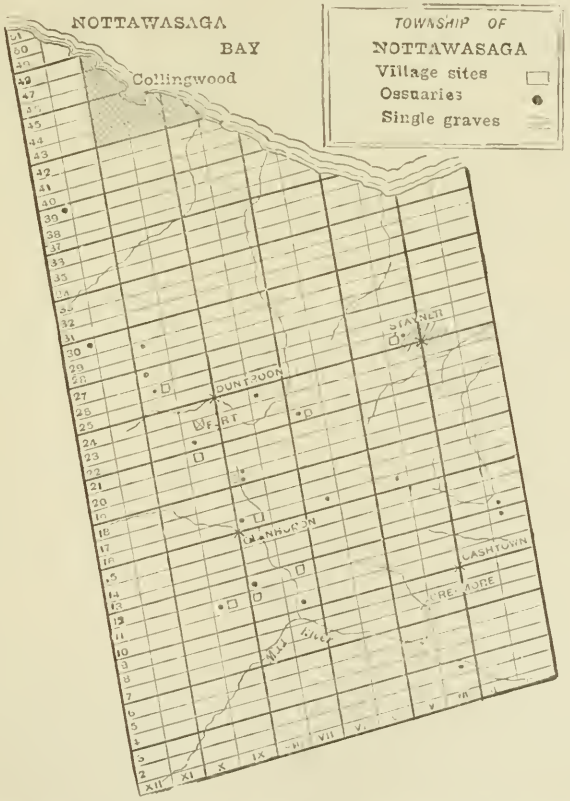
In the account of the great communal burial, quoted from Parkman, reference is made to the topography of the "cleared area in the forest, many acres in extent," and "in the midst [of which] was a pit, about ten feet deep and thirty

* Parkman, Jesuits in North America. 21st ed. Boston 1885. p. 72 *et seq.*

It is to be remembered that the description given by Brebeuf, is that upon which are based all the popular notions regarding Indian burials in this country. On the occasion in question there was considerable dissension among the Attignaouentons, or Pear Nation, whose feast of the dead he witnessed. A respectable minority consisting of three or four towns, refused to take any part with the others in this ceremony, and declared their intention to conduct one independently. This naturally caused ill-feeling between the dissentients and we are therefore warranted in assuming that on this account, those with whom Brebeuf was present conducted the proceedings with much more "braverie" than was their wont. No doubt the seceding towns were actuated by similar motives. Is it right then, to regard this as having been a normally typi-
burial

feet wide," but is to be noted that these burial pits are almost invariably found on the top of knolls and hills; generally the highest ground within easy reach of the town or village. * Was this practice in any way connected with the mound-building predilections of other tribes? Did our northern Indians cease to throw up great earth heaps for such a purpose because they found so many of natural formation? Does the construction of mounds by people occupying more level areas in any way indicate the persistence of a habit formed by their ancestors in some hill country? Or are both practices but the survival of some ancient custom of religious or other significance derived from common predecessors?

During the time in spent the township of Nottawasaga, I endeavored to ascertain the position of every known locality associated with the Tionnontates, and succeeded in being able to mark upon the map ten village or town sites, twenty-one ossuaries, one fortified place, and three potteries. There are no doubt other places of which nothing could be learned, as the first settlers on many farms are now dead, and every surface trace has been removed in the course of cultivation. In almost every case I examined the places, and found in only two instances that spots which had for many years been popularly regarded as "bone holes," were but natural depressions, caused probably by the infiltration of water through the sandy subsoil which was little more than a foot below the surface.



* I have met with only one instance of a grave on low land. This is situated in the township of Humberstone, within a short distance of Lake Erie. The flat, near the middle of which the grave has been made, is of several acres in extent, and almost surrounded by sandhills of considerable height, from forty to sixty feet. Although pipes and other relics of Indian production have been found in this ossuary, it is suspiciously connected with "white" origin, as some of the skulls taken from it, and now in our possession, appear to be those of Europeans.

A reference to the map-diagram will show that all the locations marked extend in a direction from north-west to south-east, that is to say, corresponding with the range of hills that stretch through the township of Nottawasaga. The hills extend into Collingwood and Osprey townships, but time did not permit of these places being visited. The whole of this neighborhood should be examined carefully, as soon as possible for much of it is no doubt quite as valuable archæologically as any other portion of the Nottawasaga Bay district.

Beds of askes, blackened earth, fragments of pottery and bone, flint flakes and sometimes charred corn-cobs mark the village sites. Dr. Taché is said to have prepared a map of the Huron country (including probably the Tobacco Nation,) by means of which he thought he could identify many places with those mentioned in the *Relations*, but I am informed by Mr. Douglas Boymner, Dominion Archivist, that it has never been published. * A few of the places showing traces of habitation seem to have been mere temporary camping-grounds, where the quality of the clay and the proximity of water afforded facilties for the making of pottery and pipes; others, however, judging by their extent and the depth of the ash-beds seem to have been more permanent abodes.

One of the most interesting of these village sites is on the farm of Mr. William Melville, north half of lot 10, concession 5. The proprietor informed me that in the course of ploughing over this place he had turned up large quantities of corn and corn-cobs. William and David Melville, his sons, both intelligent collectors, have picked up several whole and fragmentary pipes, a few stone and shell beads, and an excellent bone chisel upwards of eleven inches in length.† All of these they presented to our collection.

On lot 12, concession 7, is the famous Lougheed farm, from the old site on which so much valuable material has been mentioned and figured in former reports. This year again we are indebted to Master Lougheed, for some very good specimens.

Two other villages occupied what are now respectively the north half of lot 11, concession 8, and the south half of lot 11, concession 9; immediately north of the former, on lot 12 concession 8, is an ossuary, and west of the latter on the same lot there is another. About midway between these and Mr. Melville's farm there is an ossuary on lot 10, concession 7.

Due east of the Lougheed farm, on the property of Mr. Thos. White, lot 13, concession 1, there are extensive indications of former residence. Broken pottery is plentiful and pipes of stone and clay have been found. Mr. White presented the Institute with several good specimens from his farm, chief among which is a well made bone chisel nearly a foot long. From the son of Mr. Ed. Coyle, on the adjacent farm, in the township of Sunnidale, we received some clay pipes found on Mr. White's property.

South of the White farm, there is an ossuary on lot 12, concession 1.

* A rude map purporting to show the topography of the Huron towns as they were in 1660, was published in the Canadian Journal, for November, 1857, to accompany a paper by Mr. John Langton, "On the Early Discoveries of the French in North America." It is too confused to be worth much, beyond enabling us to see that St. Michael was south of St. Louis, or St. John north of St. Ignatius, information that may be obtained more satisfactorily elsewhere. This map showing Creuxius' topography, is from Ducreux's *Histoire Canadenses*, Paris, 1664. The Rev. Mr. Annis, of St. Thomas, claims to have located a few of the old Huron towns, but owing to the transient character of these Indian habitations, it seems impossible that we should ever be able fix with certainty the spots occupied at different times by the same people, and always known by the same names.

†Since this was written, Ah-yand-wah-wa, Ma-shuck-ah-wa-we-tong and John Settee, intelligent and educated representatives of the Ojibewa and Cree tribes on the Lake Winnipeg Reserve, paid several visits to the museum. They informed me that similar instruments are still used among their people for skinning purposes.

On the south half of lot 16, concession 4, and the north half of lot 16, concession 6, are ossuaries.

West of these on the lot 16, concession 8, the property of Mr. Conner, there is a village site from which his sons, Herbert and Theophilus have collected a good many specimens all of which they have sent to form part of our collection.

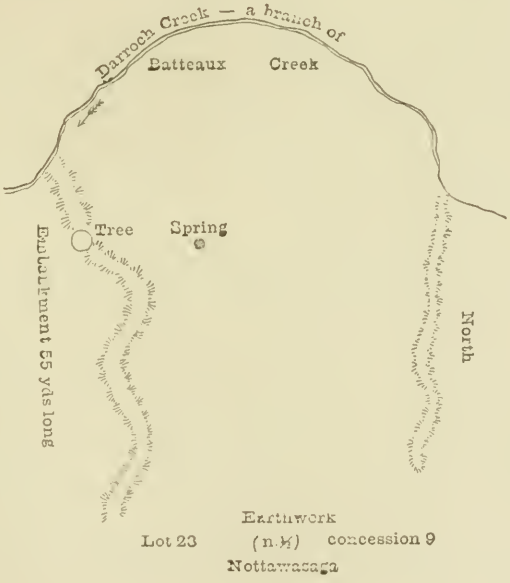
A little to the north, lot 19, on the same concession, is the Beecroft farm, on which are a village site, a pottery and a grave-pit, besides about three hundred single graves

On lot 21, concession 9, is a village site, and on lot 22, immediately north, an ossuary.

Another village site is on lot 22, concession 5, the farm of Squire Currie, and not far away to the south-west are three ossuaries on the farm of Mr. John Edmonds, lot 21, concession 6.

There has been a village on lot 26, concession 10, on this lot there is also an ossuary.

Other ossuaries exist on lot 24, concession 7; lot 25, concession 8; lot 27, concession 10; lot 29, concession 10; and lot 30, concession 12.



On the farm of Mr. Wm. Anderson, north half of lot 23, concession 9, traces of an old village are visible on the face of, and near the top of a hill sloping towards the west, and at the foot of which runs a small stream known as Darroch's Creek, flowing into the larger Batteaux Creek. At this point Darroch's Creek makes a bend almost semi-circular and nearly encloses a strong spring. Between the base of the hill and the creek the land is low and level. From the extremities of the bend, banks have been thrown up stretching towards the high land. That to the north is now barely discernible, but the one on the south side can be easily traced for a distance of fifty-five yards, inclusive of its windings. In the construction of such earthworks no regularity was observed. When the nature of the ground offered any advantage the line of embankment was adapted to it, but in this case

the curves were evidently made to extend from one large tree to another; one of these is still standing, the others have dissappeared, either in the partial clearing that has taken place, or in the course of nature. I was unable to discover whether this embankment had been palisaded, as I believe it was, if we suppose the construction of it had anything to do with the protection or defence of the spring.

The situation of this earthwork is remarkable. Usually we find embankments thrown up on higher ground, and serving to protect habitations; here the village was on the hill face, and overlooking the fortified enclosure. Perhaps the embankment originally extended up the hill, so as to surround the village. If so, it has disappeared during years of tillage.

The irregularity of the work points to a time anterior to French influence, for according to Brébeuf, the missionaries taught the natives of that neighborhood how to construct regular fortifications, having bastions and other European devices for defensive and offensive purposes.

Previous to this their palisaded embankments must have been far from strong, notwithstanding the enormous labor that was requirred to make them. The ground selected as a fortified dwelling place, was usually chosen on account of its natural advantages for defence, usually high ground at the confluence of two streams, or on a point formed by the sharp bend of a river. But other conditions were desirable. The soil should be loose and easily tilled; good clay for pottery and pipes should be within easy distance; the proximity of nut-bearing trees was not over looked, and a good spring of water was almost indispensable, for it is worthy of note that the Indians were evidently partial to spring water. Perhaps one reason may be found for this preference in the non-freezing quality of springs during winter. Another was no doubt the coolness of the water in summer, but in the depraved condition of their taste it is not likely they were influenced by any consideration of purity or flavor.

As has already been remarked, the labor required to build and fortify a village must have been enormous, and this mainly on account of the primitive tools employed. For edge-tool purposes stone was the chief material, copper more rarely. To effect a clearing of from five to ten acres in extent, fire was therefore to them a powerful agent, as indeed it is even to the white settler who is well provided with all "modern conveniences." Kindling a fire at the root of a tree, the charred wood was removed from time to time with their stone axes, so many of which are found all over this province, in common with many other places on the continent. These implements, of which small specimens are usually called "skining tools," were fastened to withe or to crotched handles. They were generally plain, decreasing slightly in size towards the head or pole. This shape caused them to tighten in the handle when a blow was struck. The grooved axe was a much more elaborate affair, and few of them are found either in the Huron country or elsewhere in Ontario.

The work of clearing finished, much more of a similar kind had to be done, to procure the large number of small poles to form the walls of their houses, and larger ones for the palisading, unless we assume that many such were saved during the great burning. To dig holes for the reception of these must have been tedious and difficult. Splinters of wood, pieces of bark and flat stones served for picks and shovels. Then the earth had to be thrown up round the outside of the wigwam or the "longhouse," and a ditch two or three feet deep dug along the whole line of the palisades, both outside and inside, and thrown up to form a breastwork as well as to strengthon the hold of the posts in the ground. It is to be remembered too, that these posts were sometimes in two, three, or even four

parallel rows, those on one side of the embankment inclining towards those on the other, and crossing at the top where they were lashed to each other with pliable twigs and strips of tough bark. A platform of poles was laid to extend lengthwise, resting at the intersection of the palisades, and here it is said the defenders stood to pour water upon fires lighted by the besieging force to make a breech in the "wooden wall." Here also heaps of stones were piled, for use against the enemy at close quarters. In addition to the labor of erecting such a frame, the finishing touches must also have required much time and patience, for the palisades were covered to the height of six feet or more, with sheets of bark. As a whole, and considering the lack of good cutting tools, we cannot fail to be surprised at the amount of work the Hurons and other Indians accomplished, and the manner in which it was executed, although it would appear that in the art of fortification, the Hurons were excelled by their kindred the Iroquois.*

With regard to the extent and number of the aboriginal clearings in the Tobacco Nation's country, there has probably been some exaggeration. One writer has given it as his opinion that almost every square yard of land in that district, shows signs of a former clearance. It would be interesting to know what these signs were that persisted in showing themselves, after a lapse of two hundred years, now two hundred and forty. A farmer on whose property there is an old village site, told me that the trees growing upon it had smoother bark than those in the surrounding woods. I failed to observe the difference, but allowing it to be as represented, it proves too much, for even if the richer soil produced a finer bark, the coarser covering of the surrounding trees yielded no evidence of such an advantage. It is chimerical after so long a time, to look for surface indications of this kind, where the upturned roots of trees from three to four feet in diameter, sometimes disclose flakes of flint, broken pipes and fragments of pottery.

Still it is plain that the agricultural operations of the Tionnontates were comparatively extensive, for the density of the population made game scarce, and their chief food consisted of maize or Indian corn, raw or roasted, or boiled with flesh and fish. This grain they stored in caches or pits. The only evidence now existing of the use of corn are the charred cobs and grains found among the ashes of old dwellings.

Our knowledge of aboriginal vegetable diet is not very extensive, but it would appear that in addition to maize, they cultivated sunflowers, pumpkins and beans, all of which were probably introduced from southern sources. Wild fruits, especially plums, were moderately plentiful about the Georgian Bay, and the district is at the present time noted for its cultivated varieties of this fruit. Cherries, gooseberries, raspberries and strawberries, though not abundant were no doubt added to their scanty list of tid-bits, and beech-nuts could sometimes be gathered in considerable quantities. They no doubt made use of maple sap during early spring, but their traditional manufacture of sugar by boiling is a little dubious.

From a coarse hemp the women twisted strong cord or twine, which was used chiefly in making nets and constructing wigwams. From coarse grasses and sedges they wove mats and articles of clothing. Baskets were made in the same way and from similar material. In these were formed at least a few of the clay vessels, fragments of which are so plentifully found.

There is perhaps no single article of aboriginal manufacture with which the popular imagination so intimately associates the Indian, as the birch-bark

* "The forts of the Iroquois were stronger and more elaborate than those of the Hurons; and to this day, large districts in New York are marked with frequent remains of their ditches and embankments." Parkman, Jesuits in North America, Intro. p. xxix.

canoe, and the Hurons were adepts in the art of building this frail type of vessel. The capacity and strength of these boats when compared with their lightness, were wonderful. One man could with ease carry across a portage, a canoe large enough to hold five or six persons. Scattered remnants of these people continue to make birch-bark canoes, as is also the case with many Algonkin tribes who have lost the art of producing almost everything else that was characteristic of the stone age in America.

As might be expected, the Tionnontates displayed much ingenuity in the making of pipes. Those of clay were by far the more numerous, but many fine specimens have been found carved from stone. In size the bowls vary from that of a small thimble and of far less capacity, to upwards of three inches in length. In clay pipes the hole is often so small, that a modern smoker would require to fill one several times before getting a satisfactory smoke—in stone pipes the capacity is usually much greater. In form there is considerable variety, one of the most common patterns being the flared or trumpet-mouthed head; a second has the margin compressed, forming a heavy collar round the upper third of the bowl; another kind has a square mouth, and occasionally a specimen is found upon which the human face or whole form is represented.

It seems probable that pipes as well as tobacco were produced for commercial purposes. The pipes found in the country inhabited by the Attiwandarons along Lake Erie, are undistinguishable in any way from those that are so comparatively abundant in the district occupied by the Hurons. This is particularly noticeable in the square-mouthed pipes, which are of the least common type any where, and in the manufacture of which there appears to have been almost perfect adherence to a regulation pattern. Of course it is easy to suppose that peoples even so widely separated might conform in their tastes, as to designs, patterns and forms, but when it is taken into account that the Attiwandarons or Neuters had easy access to an unlimited supply of material for spear and arrow-tips, and that all the "flints" found in the Huron country appear to have come from this source, we may reasonably conclude that a system of exchange existed in these articles, and this supposition is strengthened, when it is known that extensive beds of flakings are found along the Erie shore, where the chert-bearing rock is most abundant.

Of the Tobacco Nation as distinguished from the Hurons proper, there is not a vestige left in Canada to-day. The last of the confederacy had to give way before the Iroquois, about 1652-3, when they were compelled to flee to Michilimackinac. Thence they were driven by their old foe to the islands in Green Bay, Michigan, and again from this place to the country of the Illinois. Removing westwards they reached the Mississippi, but the Sioux drove them away. They next found a resting place on Shagamigon Point, on Lake Superior, but this spot they had to abandon, and they returned to Michilimackinac about 1670-1. Their next move was southward to the neighborhood of Detroit and Sandusky, where they were known as Ouendots or Wyandots. Latterly they were removed to a western reserve, and it is now improbable that anything more than the name of Wyandot exists.

Thus has totally disappeared the Tionnontates or Tobacco Nation, a people who, although conforming in many respects to what we characterize as savage, were yet remarkable for their skill in the practice of much that is inseparable from civilization. Their relics scattered so profusely among the Blue Mountains attest the mechanical ability possessed by them, and the French missionaries leave us in no doubt respecting their agricultural and commercial tendencies While we may not feel warranted in expressing a belief that by any inherent potentiality they would, if left unmolested, have ever reached a much higher

plane than that in which they were found by Brébeuf, yet it appears evident that but for the implacable enmity of the Iroquois they would, under European influences, eventually have ranked among the most progressive of American aborigines in the arts of civilized life.

In the townships adjacent to Nottawasaga, and indeed throughout the whole of the district occupied by the Huron nation, there is yet much to be recorded and considerable material to be collected. Meanwhile it is gratifying to be able to state that our cases now contain a moderately good representation of all that is procurable to illustrate the social condition of a nation which enacted so important a part in the history of Canada, whose hunting and war parties no doubt frequently trod the woods where Toronto now stands, and which, as Parkman says, was "once prosperous, and in its own eyes and those of its neighbors', powerful and great."

VILLAGE SITE AT CLEARVILLE.

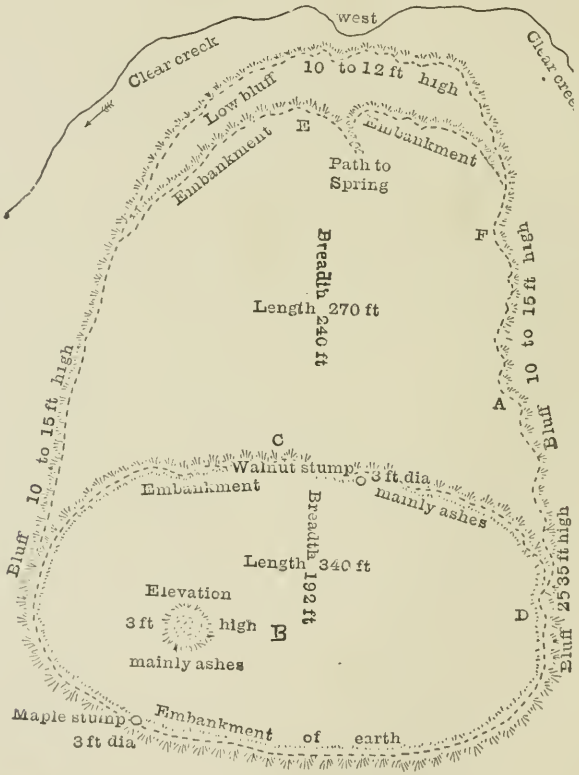
On receipt of information from Mr. Thomas Boon, of Bothwell, I visited Clearville in company with that gentleman on May 31. Clearville, once a place of some importance, is a little more than a mile from lake Erie, and is situated near the south-east corner of the township of Orford, in the county of Kent.*

What is known as the "Fort" lies about a mile due north of the village on the property of Messrs. Ridley and Bury. Clear Creek, passes through the farm, and at this point in its flow southwards makes a considerable detour round a low terraced table land, the slopes showing evidence of former higher levels in what must have been a much larger stream. The Indians had taken advantage of the situation for domiciliary and strategic purposes, for both of which it was well adapted. The sandy loam was fitted for the cultivation of corn, the creek supplied fish in abundance, walnut and chestnut trees were plentiful in the neighborhood, and, no doubt, game was easily procured. Here were all the requisites for aboriginal happiness if only protection could be assured against attack from enemies. To effect this the natural bluffs rising from ten to thirty or forty feet above the bed of the creek were utilized. A reference to the diagram will show how this was accomplished. There appear to have been two village sites occupying different levels, but it is not easy to say whether both have been used at the same or different times, or by the same people. The western embankment of the high level site consists chiefly of ashes, and it is probable the face of the natural bluff was made to serve as a place of deposit from the camp-fires. At any rate the materials are those of a kitchen-midden—shells, bones, skulls, broken pipes and pottery, and an immense quantity of ashes. At a point a few yards south of the walnut stump the ashes formed an almost solid bed to the depth of five feet from the surface. Four feet seven inches down we found several large fragments of what must have been very capacious clay vessels. These were proportionately thick and very coarse-grained, free from any ornamentation, and quite unlike many smaller and more delicately made pieces found higher in the deposit. The fragments of flint also appeared to indicate a different source of supply, as those near the top were of a uniform grey color, while the flakes found at the greater depth were of a lighter hue and streaked with narrow dark bands. From three to four feet from the surface were taken three skulls of the common deer, a human jawbone, and pieces of pottery.

*Mr. Archibald Blue, Deputy Minister of Agriculture, had previously directed my attention to this locality.

Beyond taking measurements and sketching a ground-plan nothing further was done at Clearville on this occasion, as permission was required to make a thorough examination of the ground.

Having received this from Messrs. Ridley and Bury, I returned on July 16th, again accompanied by Mr. Thomas Boon, who had previously, at my request, engaged men to dig. A drive of fifteen miles from Bothwell occupied some of the first day, and openings made in a number of places brought to light large quantities of coarse pottery fragments, some bone awls or needles, and several stones, one or more surface on each of which showed that they had been employed for rubbing, smoothing, or polishing other bodies. Subsequent operations lasting two days, yielded in addition to these a very fine clay pipe head of unique pattern, a small and rudely formed old pipe, the upper half of a clay pipe in appearance like



On the second day we turned up a skull on the face of the western embankment (marked C) at a depth of three feet. Decay had proceeded too far to make it worth taking away. The day following Mr. Boon laid bare two skeletons near the edge of the northern bluff overlooking the creek (at D). These also were too far gone for preservation. Other portions of human remains were found in various places. A few small and rudely formed slate chisels, two semicircular flint "scrapers," a number of implements made from deer-horn, some unio shells, most of which were worn on the edge, as they had been used in scraping bones, were also found here.

Human remains, much decayed, were found also at A. Here there were two skeletons lying in a north and south direction, not deeper than one foot from the surface.

Mr. Blue and Dr. Bryce afterwards discovered another grave near F, but the bones were too far gone for preservation.

On the third day my sounding rod struck a "soft place," (B) which, on examination, turned out to be a grave containing the skulls and limb bones of eight persons. No ribs or other small bones were found, so that this was evidently a case of second burial. The leg and arm bones had been first thrown into the hole, and above these were placed the skulls in a cluster, without any arrangement, some lying face down, and others on one side. Five under-jaws were found. The distance from the surface of the ground to the uppermost skull was barely two feet.

When compared with those we had previously unearthed the remains in this pit were quite fresh, although some of the femora were more decayed than others, looking as if they had been underground a longer time. All these skulls were secured and are now in the museum, as are also specimens of the femora and tibiæ.

The examination of this ground was peculiarly interesting from the fact that not a vestige of European presence or influence was met with over the whole area, and numerous evidences led to the conclusion that the place must have been occupied at widely separated periods by at least two, and perhaps by three different tribes.

The earthworks, I take it, were the work of those who first perceived the advantages of the situation. At one point on the embankment near the creek (E) traces of posts or palisades were discovered, and it is probable that the whole of the lower plateau, as well as the higher one, was thus enclosed. The broken pottery found near the base of the middle embankment (C) were large and coarse and without ornament, and the flint-flakes were different in color and appearance from those nearer the surface. The houses of these people would occupy the enclosed spaces, and in accordance with this we find beds of ashes at depths varying from two to four feet, and alternating with thin layers of sand all over the area in question. A bed of ashes four feet from the surface was found below the eight skulls and other bones already mentioned. The deepest of these were probably left by those who threw up the earthwork, and this view is confirmed from the correspondence in appearance between the potsherds and flint-flakes found at the greatest depths here, with those found deep in the embankment.

By the time the second people took possession it is likely that every trace of former occupation had disappeared, and the new arrivals erected their tents or wigwams close to the middle bank on the higher, or easterly side, finding the western slope convenient as a dumping-ground for refuse. Along the central portion of the bank, north and south of the walnut stump, ashes and earth are intermingled with splintered bones, tips of deer-horn, broken shells, skulls of deer, beavers' teeth and even human remains. Unless we attribute the presence of the last mentioned to accident we shall have to accept it as evidence of cannibalism, for many of the smaller bones are split, while others are wholly or partly charred. The broken pottery found in the midden is finer than what comes from a greater depth and is relieved with simple patterns, although greatly inferior to what we see from many other places.

With few exceptions all the flint and bone specimens we found would be regarded in Europe as belonging to the palœolithic age. Even the slate chisels have scarcely more rubbing done to them than was required to produce a cutting edge.

The grave in which the eight skulls were found, I regard as being comparatively recent, and the work of a third people. Aside from the freshness of the remains in this ossuary, it is not reasonable to believe that those who fortified the place would bury within the enclosure. In addition to this the existence of ashes below the bones goes to show a more ancient possession of the spot by others. A single unio valve, worn on the edge as if it had been used as a scraper was the only thing in the grave besides the bones, and, judging from its position, its presence was probably accidental.

Although the Clearville site did not yield much of what goes to make a museum attractive, it is, nevertheless, one of the most interesting localities I know of in Ontario, on account of its situation, its three-fold (?) occupation, and its perfect freedom from even the slightest trace of the white man. Amateur collectors have at various times made openings and procured relics, and it may be that they have met evidence calculated to upset the non-European view, but I can hardly think it possible that if ever white intercourse had taken place, some proof would not have come to light in the course of our making so many openings.

The diagram of the Clearville village site is not to be regarded as having any pretensions to accuracy, although the relative proportions are correct. The measurements of the spaces enclosed by the embankments are from outside to outside, as nearly as could be ascertained. The height of the bluffs is given approximately.

Mr. Henry Watson, township clerk of Orford, and Mr. Ridley of Clearville gave material assistance to us.

TOWNSHIP OF HUMBERSTONE.

On the 12th of August Mr. Jas. Bain and myself constituted a self-appointed delegation of the Institute, and accepted an invitation from Mr. Peter McIntyre, captain of a Memphis (Tenn.) camping club near Port Colborne, to examine a quantity of Indian relics that had been discovered when digging a hole to plant a flag-pole.

I had previously written to Mr. McIntyre hoping to secure the specimens for preservation in our collection. His reply indicated uncertainty as to the ultimate disposal of the find, but expressed a wish that representatives of the Institute should, meanwhile, see what had been unearthed. We were received with genuine southern hospitality by the members, numbering about eighty, of the "Solid Comfort Club," and had the pleasure of examining several skulls, a few clay pots, some clay pipes, wampum, stone tomahawks, and a considerable quantity of material of European manufacture including glass beads, iron and copper bracelets, and iron hatchets. While rejoicing heartily with our American friends over the happy discovery they had made, our pleasure was not unmingled with a few degrees of envy, especially when we contemplated the possibility of these objects being taken away from the province, although we have reason to hope that some, or all, of them will yet find a suitable depository with us.

As illustrative of the value set upon articles of an archæological nature by Americans, it may be stated that almost immediately after the discovery was

made at "Solid Comfort" camp, a highly influential deputation consisting of "honorables," municipal officials, and medical gentlemen arrived from a neighboring city in the United States to secure if possible, the "find" for their museum.

We did not return, however, from this locality empty-handed, for by a previous arrangement we met our old friend Mr. Cyrenius Bearss who has always taken a warm interest in our project, and has made himself correspondingly active in supplying information and procuring specimens. Through his instrumentality we succeeded in adding several valuable stone and other relics to our collection. These include, a very fine gouge from Mr. Gustav Utz; a tube and two cutting implements from Mr. William Michener; a bird-formed amulet (?) from Mr. George Muma; a large shell and some wampum from Mrs. Barney, senior, and two clay pipes from Mr. Isaac Bearss, Mr. C. Bearss himself presented us with a number of valuable specimens all of which are now in our cases.

TOWNSHIPS OF YORK AND VAUGHAN.

On the 5th of September, in company with Drs. Orr and Noble of Maple, Wilson of Richmond Hill, Orr of Toronto, Watson of Sherwood, the Rev. Mr. Rutledge of Richmond Hill, and Messrs. Smelser of Vaughan. I visited a village-site on a farm in the township of York. Mr. Miller the tenant was engaged in ploughing a field which had formed part of the aboriginal village ground, and a large quantity of broken pottery was picked up by the members of our party, who were well supplied with spades, and who managed to dig to a depth of two or three feet over a considerable area in the most promising places.

Many of the fragments were those of large vessels—from ten to twelve inches in circumference, and proportionately deep. A few days before this Dr. R. Orr was fortunate enough to find at this place enough fragments of an unusually large vessel, to complete the rim, and show the form of the body. Its dimensions are, externally: diameter at lip, 14 inches; greatest diameter at swell of body, 17 inches; depth, 17 inches. The upper edge of the lip is formed by four arcs making depressions about half-an-inch below the level of the points of their junction which are not equi-distant. The edge is relieved with a series of diagonal markings, and a border two inches wide consisting of upright and oblique linings surrounds the margin. Considering the enormous size of this vessel its form is not devoid of gracefulness, and the material is thinner than might be expected. Two holes about an inch apart have been bored on each of two opposite sides not far from the top. At first sight these suggest a means of suspension, but the existence of other holes lower down is puzzling, unless, indeed, we suppose that they were made for the purpose of binding fractures by means of thongs, as, in most cases, the hole is close to a broken edge. Had the crack appeared subsequent to the boring, it would most probably have passed through the hole.

Some of the pieces obtained by us were of pots nearly as large, and ornamented with a similar pattern. A very unusual kind of lip was found here. Portions of the margins have been bent inward making the outside convex, and forming a sharp angle on the inside.

The markings on all the fragments picked up at this place are good, and many of them are of unusual designs. A small and plain clay cup was turned up. Although not perfect, it is sufficiently so to show what it looked like when new. It is three inches in diameter across the mouth, and one inch and a half deep, the slope of the sides making the bottom only about two inches in diameter.

Flint-flakes appeared, but only one finished arrow-tip was found. This was procured from Mr. Miller who turned it up with the plow.

A few bone awls, more or less perfect, a number of tarsal bones of the deer and some portions of human skulls were found among the ashes.

From the same farm we procured through the kindness of Mr. James Lawson earlier in the season, a very fine mill or mortar. It weighs upwards of two hundred weight, and has four hollows worn deeply by grinding.

Although, so far, no ossuary has been discovered near this village site, it is certain that one exists not far away—probably in the woods close by, but a search made by us failed to locate the spot.

For many years an ossuary has been known on lot 12, con. 3, Vaughan, and once or twice superficial openings had been made in it. After leaving the village site we determined to examine this place thoroughly, with the consent of Mr. Keffer the proprietor which was kindly given. Mr. Keffer also did everything he could to facilitate the work while it was in progress.

We uncovered a portion of the surface, and reached the bones at a depth of three feet, but the presence of water compelled a stoppage for the day. As it was evident that our amateur digging would not enable us to master the difficulties, Dr. R. Orr kindly undertook to procure two professional spadesmen for the following day, when with the aid of a pump we were able to examine the contents thoroughly, as well as to ascertain the extent of the pit.

This ossuary presented a number of peculiar features which it may be well to note. Usually these communal graves occupy the highest knoll within easy reach of the village, and light, sandy soil was considered preferable, but in this case the ossuary is not on the most elevated point, and the soil consists of an exceedingly tenacious clay. Overlying the bones was a coating of light-colored "hard-pan" about three inches in thickness. This clay had evidently been employed to cover the bones uniformly, and probably the sides of the pit had been plastered with it also, thus accounting for the quantity of water we found it necessary to pump out.

Then, again there is considerable diversity in the type of skulls in this ossuary. Not only are there the long and short varieties, but many of them have an abnormally large occipital development.

As in other ossuaries, there did not appear to be any special arrangement of bones, except that here and there the skulls were placed in groups of half-a-dozen or more, but lying base up, crown up, or side up. Not a vestige of anything artificial was met with with. The diameter of the pit was fully twelve feet and Dr. R. Orr estimated the interments at not fewer than one thousand. We procured for our collection from this place (including a few presented by Dr. Orr) upwards of fifty skulls all more or less perfect. Should time and opportunity permit it is intended to give in next report the measurement of these, and of the other crania in the Museum.

NOTES.

By David Boyle.

POTTERY.

In no department of "Primitive Industry" (to borrow the title of Dr. Abbott's interesting book) does our museum continue to afford so scanty a representation as in perfect specimens of aboriginal plastic art. We have accumulated a considerable quantity of fragments bearing a variety of patterns, but nothing like a whole vessel has been added to our collection since last report. The nearest approach was the small cup picked up by Dr. Orr, in York Tp., on the occasion referred to on a former page. This specimen, Fig. 1, is exceedingly plain. There is not the

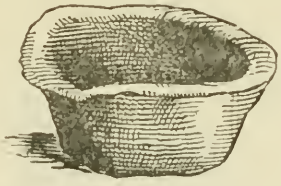


Fig. 1. (½ Size).

remotest attempt at ornamentation. Many of the sherds, however, found on the same site are lined and dotted in various ways. Other good specimens were procured from the farm of Mr. Thos. White, Nottawasaga, and from the Ridley and Bury property, Orford Township.

Sometimes a certain pattern of ornamentation is found more frequently in a given locality than any other pattern. On the Murray farm, York Township, already mentioned, amid a variety of designs, that shown at Fig. 2 was the most common. A heavy band formed the upper portion of the vessel. This was scalloped or crenated on the lower edge. Near the upper and under edges of the collar parallel lines were drawn all round, and between these the pattern consisted of upright and diagonal lines.

Early in the season Mr. John McPherson, of this city, brought from his summer residence on Mindemoya Island, in a lake of the same name in the

Island of Manitoulin, a number of fragments that were remarkable for the fine quality of the material and the character of the ornamentation. These, when put

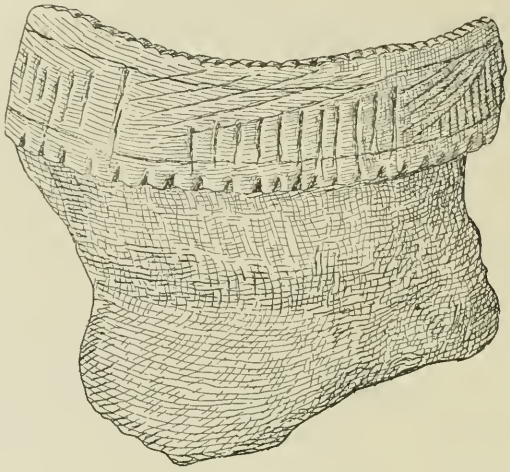


Fig. 2. ($\frac{1}{2}$ Size.)

together, revealed the shape and proportions of a vessel so handsome in form and so unique in design, that I have dignified it with the name of the Mindemoya Vase.

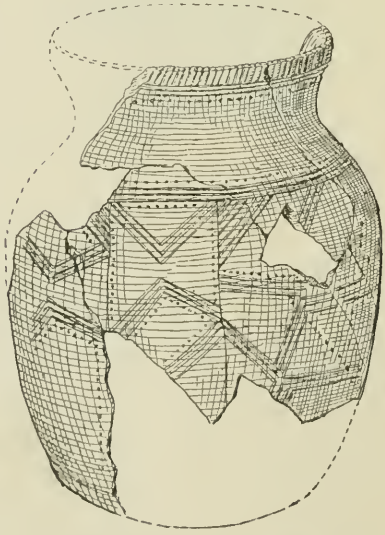


Fig. 3. Mindemoya Vase.

The surface has first been divided into sections by means of straight lines drawn from the upper part of the body to the base. Between these lines the

design consists of triangular and lozenge-shaped figures chiefly bounded by three parallel lines. It is to be observed that these have not been made by any tool that would produce the desired effect at one draw, for, although in the main approximately equidistant, there is not the exactitude that would result from fixed teeth or projections having been employed. Each line has been drawn singly with considerable care and patience, just as have the two series that surround the neck, above and below.

Its measurement when perfect would be 5 in. dia. at the mouth, 7 in. at the widest part of the body, and about 9 in. in height.

The gracefulness of outline displayed in the Mindemoya Vase must appeal to the artistic conception of beauty. In this respect it is equal to the best specimens found anywhere else on this continent, and will compare, not unfavorably with the ancient vessels that have been unearthed in Europe and Asia Minor.

The grain of the fracture, though coarse, is still much finer than is ordinarily the case with Indian pottery, and the material thinner, harder, and more uniform in thickness than is usual. The surface is very smooth, and almost as true and as free from traces of manipulation as if it had been made on a wheel.

It is to be regretted that Mr. McPherson did not succeed in getting all the fragments of this peculiarly interesting vessel, but owing to the situation of the find, beneath the roots of a stump, there is still a probability that further careful search may bring the remainder of the pieces to light.

CLAY PIPES.

Fig. 4. (¾ Size.)

This quaint-looking pipe-head is from the township of Humberstone, where it was found by that intelligent collector and friend of the Institute, Cyrenius Bearss. In spirit and execution it is totally unlike any other specimen in our cases. The cheeks are broadened until they merge imperceptibly into large ears, the edges of which are united by means of four lines across the back of the head. The eyes are made by small depressions round which the clay forms an elevated ring or collar. The mouth is simply a small round hole somewhat larger than those of the eyes. The representation of lips has been neglected. The nose is prominent but damaged at the point. The eyebrows are sharply brought out. The outside diameter at the mouth of the bowl is one inch, and the total length of the specimen is one inch and a quarter.

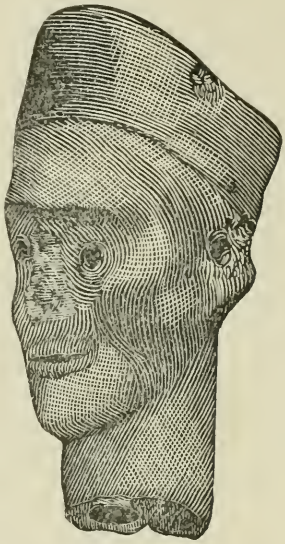


Fig. 5. (Full Size.

The finest specimen of handiwork found on the Clearville site last summer is here figured. Enough of the neck remains to indicate that the face looked towards the smoker. Unfortunately the nose is broken, and only the outline of its extent on the face remains. Unlike Fig. 4, the eyes are simply holes, and pains have been taken to form lips. The eye-brows and cheeks are well modelled. The projections for ears are crude, and each is penetrated by a small hole. The band forming the head-dress is peculiar.

Fig. 6. (Nearly full size.)

In common with the greater number of our best clay pipes, that represented in Fig. 6 is from the Township of Nottawasaga. From the curve to the

lips of the bowl this specimen is unusually long. The marking, too, is unlike the prevailing style. Two plain lines surround the upper portion of the bowl, and between these there are four pairs of upright lines, two of which (one each of two pairs) are shown in the engraving. The specimen is of a bright ochre tint, and does not appear even to have been in use. As is the case with a good many specimens that are found where they were made, it was probably broken in the process of burning. It was presented by Master David Melville.

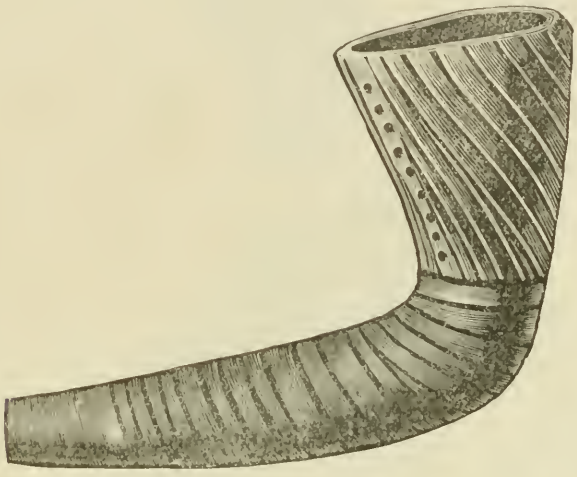


Fig. 7. (Nearly Full Size.)

In form and ornamentation this pipe is unlike any other in the museum. The bowl is capacious and the sides are thin. The lines and dots are quite different in order and arrangement from the normal patterns. It was found on an old village site near a branch of the Don on Bræside farm, Richmond Hill, and presented by Mr. David Boyle, sr.

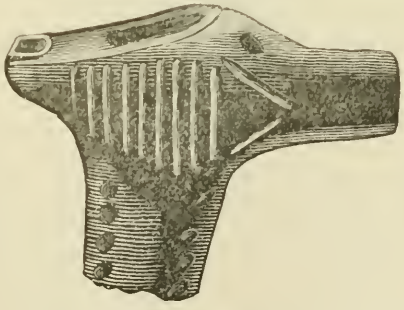


Fig. 8. (¾ Size.)

This pipe bowl is from the Lougheed farm, Nottawasaga. The engraving does not bring out all the details. The bowl hole should be shown as circular, and a deep cut marks the mouth almost meeting the two oblique lines beneath the eye. The nose should also be longer. As an imitation of some animal form, it is per-

haps meant for a fox. The break is too near the head to enable one to say how the stem turned, but it was probably in the direction of the face.

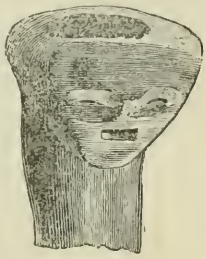


Fig. 9. (¾ Size).

The style of rude art shown in Fig. 9 is totally distinct from anything else in the museum. It is indescribable, and is not well brought out in the cut. When perfect the face must have looked down upon the stem at an angle of 30°. The face consists mainly of three cavities, containing mouth and eyes, which are deeply impressed at the bases. Viewed from underneath it has a laughing appearance. From the farm of Mr. Thos. White, Nottawasaga. Mr. Edward Coyle.

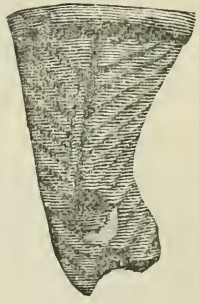


Fig. 10. (¾ Size.)

This pattern of pipe is unique, so far as I know. Although the hole is almost circular, the outline of the exterior at the mouth is oval, measuring from front to back 1¼ in. and from side to side 1½ in. One side is shown in the cut. An inch and a quarter from the lip the shorter diameter is still further compressed to ⅝ in., the measurement from side to side remaining the same. Longitudinally the head is divided by upright lines into four equal parts—one

of them is shown above. These are connected by diagonals. Nottawasaga Tp. David Melville.

It is somewhat singular that although no other clay pipe of a similar shape had ever found its way into our collection, the finder of the specimen shown at Fig. 10 was fortunate enough to find the stem of what was evidently another pipe made after the same pattern. It was intended to give a figure showing the resemblance between the head figured and the stem here referred to, but as the engraving was not ready its presentation must be deferred. In the case of the stem the ornamentation has been, however, somewhat more elaborate than on the pipe head, for the lines are more numerous and more carefully made, and a series of dots on the lower side relieves the pattern. The toothed edges are neatly moulded.

Fig. 11. (Full Size).

Although the original of Fig. 11 is imperfect, the cut does not do it justice. It is meant no doubt to represent the head of a snake, and is, in this respect somewhat like No. 90 in Case S. The jaws, however, are reversed in this specimen. Fig. 11 was found in the Nottawasaga, and was presented by Mr. Angus Buie.

STONE PIPES.

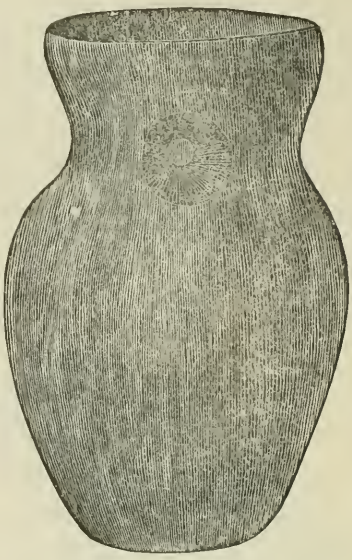


Fig. 12. (Nearly Full Size.)

Fig. 12 represents what is the heaviest if not the most elegant pipe in the collection. The material is a light grey, veined marble. Originally, no doubt, smooth, it is now very rough on the surface, looking as if it had been long exposed to the action of the weather. Notwithstanding the size of the specimen the bowl is remarkably small, as the hole (whose greatest diameter is only $\frac{3}{4}$ in. and narrows rapidly) is less than an inch and a quarter in depth. The wall of the bowl is from $\frac{3}{8}$ in. to $\frac{1}{2}$ in. in thickness. In cross section this pipe is somewhat oval, the longer diameter being at right angles to the stem hole.

It was found on Bræside Farm, near Richmond Hill, by Alexander and Arthur Boyle, children of the proprietor.

Fig. 13. (Nearly Full Size.)

The smallest stone pipe in the museum is illustrated at Fig. 13. It is well made and resembles in shape some that we have much larger. The stem-hole

enters the lower triangular portion. This diminutive specimen is from the Qu'Appelle River Valley, N. W. T., and was presented by Mr. Jas. C. Stokes, Reeve of King Tp.

Fig. 14. (⅔ Size).

Fig. 14 is a somewhat rude attempt to imitate the human face, on a stone pipe bowl. The marks of the workman's tools are still apparent in this specimen. A first attempt to bore a hole at the base has proved a failure, and a second beginning has been made immediately above on the side shown in the cut. The stem hole enters below the middle on the opposite side. The bowl is thin, and is brought to a sharp edge at the lip. Hubert Conner, Nottawasaga.

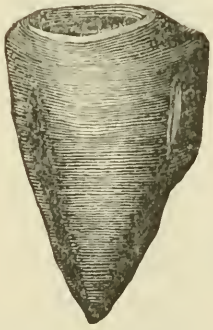


Fig. 15. (Full size.)

Fig. 15 illustrates an unusual attempt at variation in the form of stone pipe-heads. Apparently the design of the workman has not been completed, for the projecting portion on the upper half is a rough and unfinished representation of a human face. The stem hole enters from the opposite side. This specimen was

procured from Mr. Ed. Coyle, Sunnidale, but it was picked up from the village site on the farm of Mr. Thomas White, Nottawasaga.

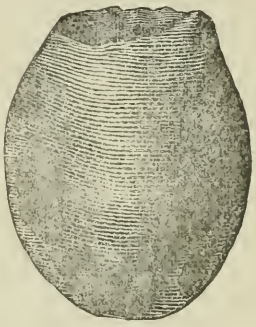


Fig. 16. ($\frac{1}{2}$ Size.)

Fig. 16 must have been when perfect a beautiful piece of aboriginal handicraft. It is made of serpentine, and contains large crystals of iron pyrites which have been carefully rubbed down uniformly with the body of the material. Fig. 16 is given here chiefly on account of its having two stem-holes. This pipe was found on the farm of Mr. Duff, Nottawasaga, and was by him presented to the museum.

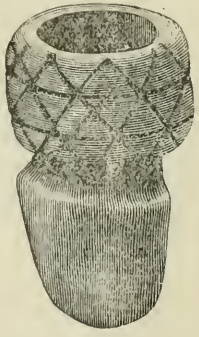


Fig. 17. (Full Size.)

This very handsome stone pipe was presented by Wardie and Ottie White. It was found at Lambton Mills, York Tp. It is nearly perfect in every respect. The material is a fine, light brown sandstone. The stem-hole is bored immediately below the central grove, on the right hand side of the engraving.

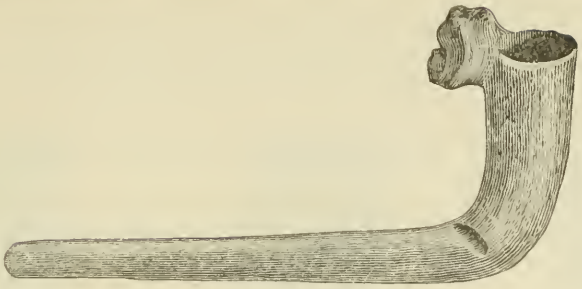


Fig. 18. (¼ Size.)

Specimens of the "white stone" pipe are rare in Ontario. Fig. 18 illustrates one of two in the museum. It is 5½ in. long, considerably weathered, and has what appears to be the head of a bear or dog on the inner edge of the bowl. This pipe was found on the Lotteridge farm, near Hamilton, a spot from which large numbers of valuable relics have been procured.

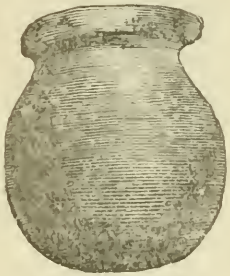


Fig. 19. (Full Size).

To Mr. Dugald Currie, teacher, Creemore, we owe the pipe here figured. It is very well made, the chief defect in its form being in the flared tip, where, no doubt owing to a want in the material on one side the prominence is less than elsewhere. Two parallel lines (not shown) surround the bowl, which in cross sections is rather oval than circular. A hole for suspension has been bored through the bottom, below the stem hole on the left side of the illustration. The material of this pipe is steatite

BONE AND HORN.

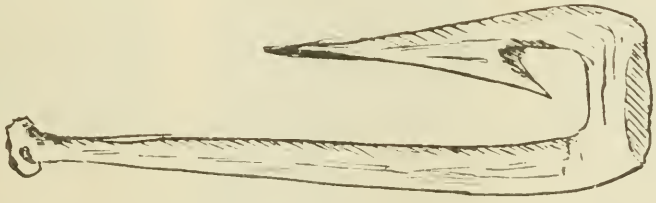


Fig. 20. (Full Size.)

Fig. 20 is a somewhat rare form of relic in anything like a perfect condition, and even fragments are not common. This specimen formed part of the collection presented to the museum by Mr. James Dickson, of Fenelon Falls, and was found in the county of Victoria. The form is extremely suggestive of Eskimo

influence or contact, and some force is added to this conjecture from the fact that we have a small walrus tusk found in the same locality.

This specimen, in any event, must be classed among those of comparatively recent date.

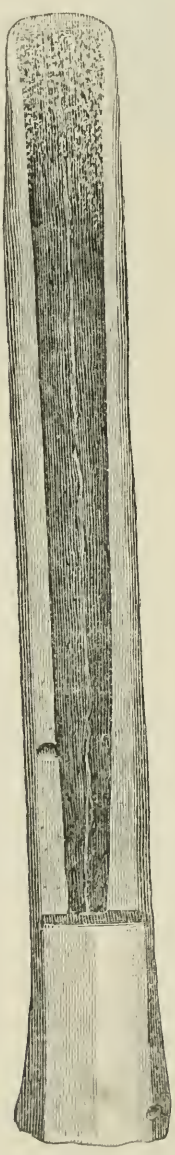


Fig. 21.

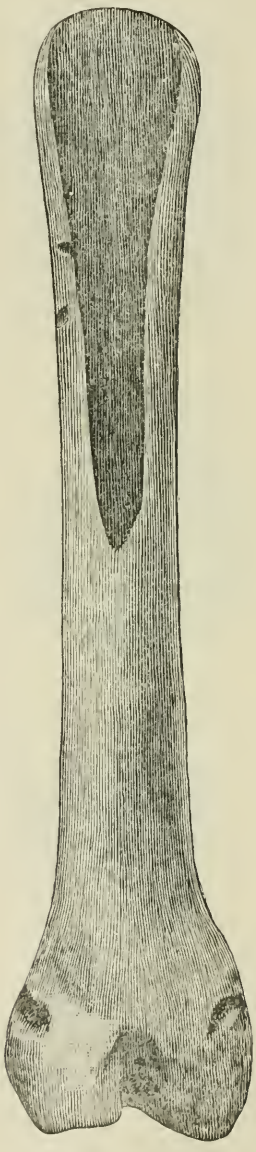


Fig. 22.

Fig. 23.

The specimen here figured (21) is an exceedingly handsome one, and measures $11\frac{3}{4}$ inches in length. The bone of which it is formed is almost square in cross section, and the workmanship is so well done as almost to lead one to the conclusion that steel tools must have been used in reducing the material to its present shape. The side shown in the engraving has been neatly shouldered down near the head

where the bone is an inch and a quarter thick, and has been made to taper until a good cutting edge is formed at the opposite end.

This tool was found on the farm of Mr. Thomas White, Nottawasaga

Within a few miles of the same place another similar implement was found on the farm of Mr. Melville, by whose son it was presented to the museum. It is shown at Fig. 22. In this case the workmanship is not so good, although the specimen is equally interesting. The bone, in cross section, is oval, and no pains have been taken to modify the knuckle or joint processes that form the head. No attempt has been made to form a shoulder as in Fig. 21, as the upper side shown has been ground in a uniform line to produce an edge at the mouth. It is somewhat shorter than Fig. 21, measuring only $11\frac{1}{4}$ in.

Some light was thrown on the probable use of these implements, by Messrs. Ah-yan-dwa-wa and Mah-shuck-a-wa-we-tong, two Indians from St. Francis' Reserve, Manitoba, who visited the museum during the fall. They stated that similar tools are still in use among the tribes in the North-west for the purpose of skinning or of dressing skins, and these gentlemen promised to send us specimens of those that are thus employed.

Since that we have been presented by Major J. M. Delamere of this city, with one of the North-west specimens, which is represented at Fig. 23. Like Fig. 21 its cross section has been ground square, and like Fig 22 the original joint formation at the head is left intact—indeed a good deal of cartilage is still adherent to that end. It differs, however, from both of these at the mouth, where a number of shallow notches have been worked on both sides lengthwise giving the cutting edge a serrated appearance. For scraping purposes this device would prove serviceable. Major Delamere's specimen was procured from near Battleford. It is $14\frac{1}{4}$ in. long, and at the thickest part of the squared portion measures $1\frac{1}{4}$ in. The taper extends only $4\frac{3}{4}$ in. from the lip.

Among a number of articles recently presented by William and David Melville is a small tool, somewhat imperfect, of the same type as these.

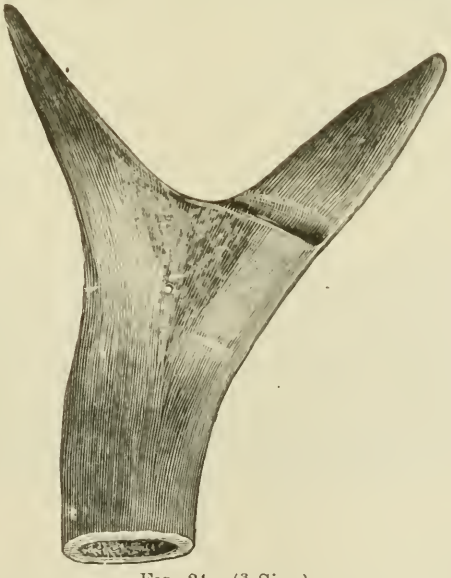


Fig. 24. ($\frac{3}{4}$ Size.)

Fig. 24 represents a forked deer-horn prong, the marks upon which tell their own tale. The abraded hollow as seen in the cut on one branch has a corres-

ponding depression on the opposite side of the other. It seems evident, therefore to have been held in the hand by the squarely cut end, and to have been used for rounding or smoothing thongs and sinews in a state of tension as the material passed over one part and under the other while the tool was moved briskly backwards and forwards. It is from Humberstone Tp., and was presented by Mr. Cyrenius Bearss.

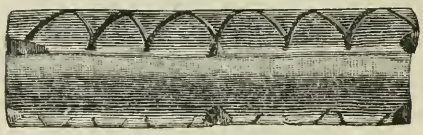


Fig. 25.

Fig. 25 is a piece of bone $2\frac{3}{4}$ in. long, and $\frac{7}{8}$ in. at its greatest diameter. A deep hollow runs along the side shown in the engraving. From edge to edge of this hollow, round the opposite side fourteen lines are deeply cut diagonally, the seven from the one side crossing those from the other and forming a lozenge pattern. The bone is cut smoothly and squarely off at both ends and has a semi-lunar hole through it. Lambton Mills. Wardie and Ottie White, Toronto.

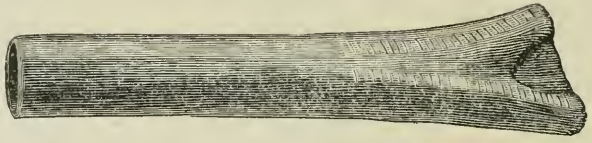


Fig. 26. ($\frac{2}{3}$ size.)

A few bones similar to Fig. 26 are labelled in our cases as "Tally" or "Record" bones. The fact that these are notched slightly, crosswise, in one or more rows. naturally suggests keeping count of something; scalps, captives, number of men in a band, days' travel, etc. Having counted the notches on all the specimens of this kind (about half a dozen) in our possession, it was interesting to note that none exceded twenty-nine or thirty, that one had two rows of fourteens, and that another was arranged in sevens, the total amounting to twenty-eight.

In Fig. 26 there are two rows of notches, twenty-eight in each row. These are delicately cut along the crowns of the two ridges that extend from the cylindrical body of the bone to the joint. As reckoning time wholly by "moons" was common to the Indians with the uncivilized of all countries, the maximum of marks on these bones might lead one to regard such specimens as simple calendars, or, perhaps, rather as mnemonic aids relating to days past. On the latter supposition, we should not, of course, expect to find the groups of markings exceed twenty-eight or twenty-nine, and any less number could be easily accounted for.

With so small a number of specimens to compare, it would be rash to write with assurance on this point, but it is to be desired that those who have "Tally" bones will examine them carefully, and inform us of the result. It is needless to say that we will be glad to receive specimens that tend either to confirm or to disprove the view suggested.

Fig 26 is a very fine specimen, squarely cut at one end, and exceedingly smooth. Near the ridged and marked end it is stained green owing to contact with copper. I found it along with some native copper beads in Tremont Park, Tidd's Island.

FLINT.

Fig. 27. (¾ Size.)

The specimen figured here is of an unusual tpye. Our collection of "flints" is large, but this is the only one of its kind we have. It is from the Miami Valley, Indiana, and formed part of the collection of Mr. C. J. B. Ratjen, of Lawrenceburg.

STONE TUBES.

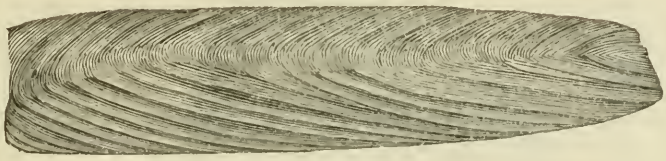


Fig. 28.

Our collection of these mysterious objects has received some valuable additions since the issue of last report. Two very fine specimens came from Wolfe Island, the largest of which measures 8½ in. in length.

Fig. 28 is 4¾ in. long. The hole is not quite round and corresponds in size with the outside measurement of the stone. Lengthwise, on the opposite side from that shown above there is a shallow groove. The material is stripped slate. This specimen was presented by Mr. Wm. Michener, one of the oldest and most highly respected surviving settlers in the Township of Humberstone.

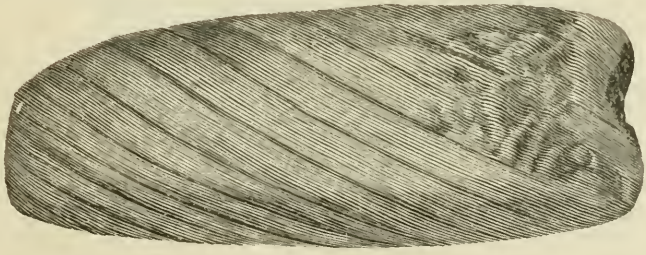


Fig. 29. (½ Size).

Fig. 29 is of the same material as Fig. 28, and is evidently an unfinished tube. A hole about ¾ in. in dia. has been bored to a depth of 1⅜ in. at the larger end. Found on farm of Mr. W. H. Johnston, Township of West Williams.

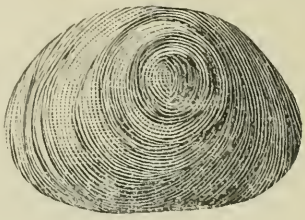


Fig. 30. (Nearly Full Size.)

This really fine specimen appears to be unfinished, as it was likely the intention to bore it perpendicularly. It is of striped slate, well made (better than the engraving) and was found near the village of Burford.

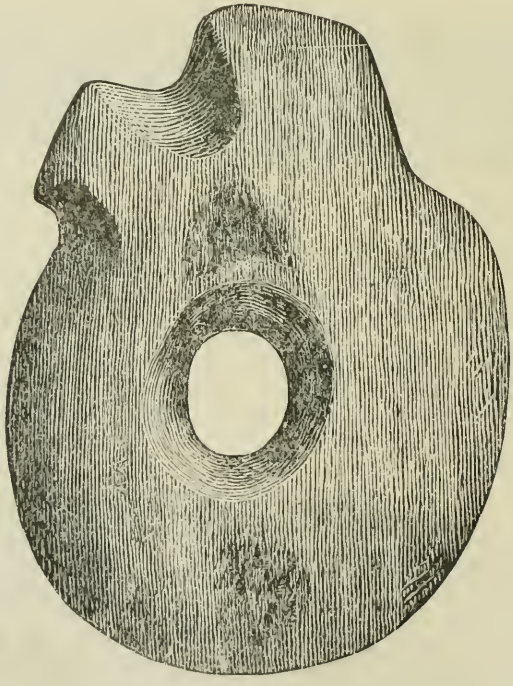


Fig. 31.

The specimen represented here is one of the puzzles. But for its great size, 5¾ in. long and 4 in. wide, it might be taken for an intended pipe-head of the

McCallum type found near Milton, figured in our report for 1886-7. The material is a close grained, dingy blue argillite, and is $1\frac{5}{8}$ in. thick. The hole in the middle is counter-sunk on both sides, and some pecking has been done on each side both above and below this hole, either with the intention of enlarging it, or of producing others. Whatever the ultimate intention may have been, the work is evidently incomplete, but is none the less interesting on that account.

This, along with some other fine specimens was presented to the museum by Mr. Angus Buie, of Nottawasaga.

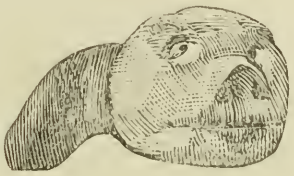


Fig. 32. (Full Size).

The curious nondescript specimen here figured is from Nottawasaga. It is made of white marble, and has a strong resemblance to the head of a bull-dog. Owing to mistake on the part of the engraver, there should be a shoulder and short leg shown behind the neck. Originally the specimen was probably full length as the lower end presents a rough surface as if a piece had been broken off. From Mr. John Hannah, teacher, Duntroon.

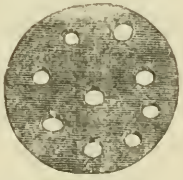


Fig. 33. (Full size.)

Fig. 33 is of brown argillite, less than $\frac{1}{8}$ of an in. in thickness. It seems to have been worn as a pendant; perhaps, as a part of a string of beads. One hole near the margin is larger than the others and shows signs of wear. It is unique so far as our collection is concerned, and not common anywhere. Lougheed farm, Nottawasaga.

MILLS OR MORTARS.

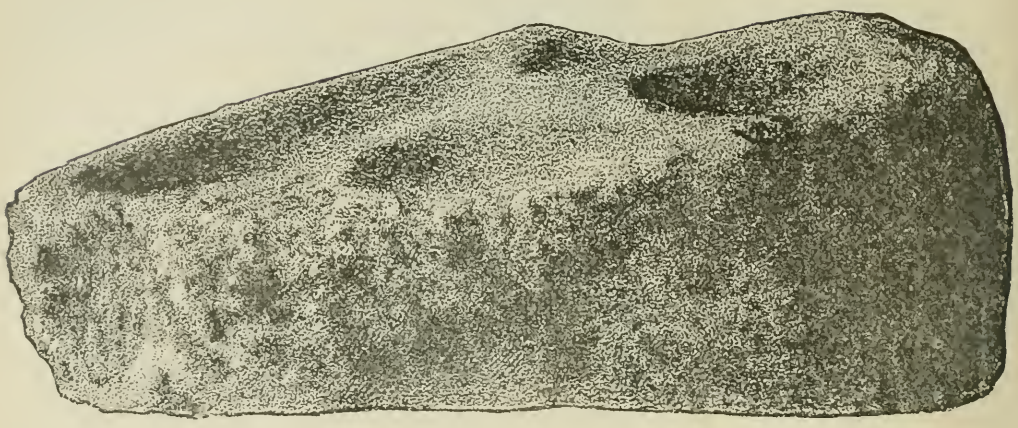


Fig. 34.

Although our collection of mills or mortars is not an extensive one we have been successful in procuring a few very good specimens. The largest and best is from the township of York, within a few miles of Toronto. It is 2 ft. 9 in. long; 1 ft. 7 in. at the widest, and 8 in. thick. The stone is of gneiss, hard, and of a light pink color. At the larger end a hollow has been formed, 16 inches long, 10 in. wide, and $1\frac{1}{2}$ in. deep. Near the middle of the length, but to one side, there is another and almost circular hollow, the greatest diameter of which is $10\frac{1}{2}$ in., and the depth 1 in. At the smaller end of the stone, which rounds off to less than a foot across, there is a third hollow whose longest diameter is 9 in., and the shortest 8 in. The depth of this one is only about $\frac{3}{4}$ in. On the opposite side to the second hollow mentioned, is a fourth hollow, occupying all the remaining available space. It is only half round, being worn out to the margin of the stone, which has here a straight face.

This must have proved an excellent stone for grinding purposes as the gneissoid laminations have broken off sharply in the course of rubbing, thus presenting a series of angular edges along the sloping sides of the hollows that no doubt facilitated very much the bruising process as applied to seeds, nuts or roots. The weight of this specimen cannot be less than two hundred pounds.

In many parts of the world stones have been found indicative of bruising by means of pounding, and some of those met with in this country may have been so used, but all the specimens we have, appear from the character of the hollowed portion to have been subjected to a circular, grinding motion. This was manifestly so with the large stone in question. It is large enough to permit of at least three persons grinding at the same time. The continued use of such a heavy, and consequently unportable stone, points to a considerable permanency of *habitat*, or else frequent return of people at intervals to the same locality.

The upper, or hand stone, was usually a somewhat flattened and rounded piece of primitive rock weighing from three to six pounds. Long and artificially formed pestles are of comparatively rare occurrence in Ontario, and those that have been discovered are, as a rule, exceedingly plain, differing in this respect from many that are found in more southerly districts.

COPPER.

Fig. 35. (½ Size.)

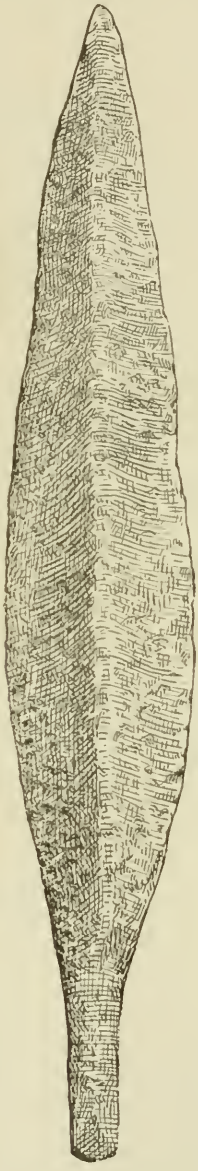


Fig. 36. (Full size.)

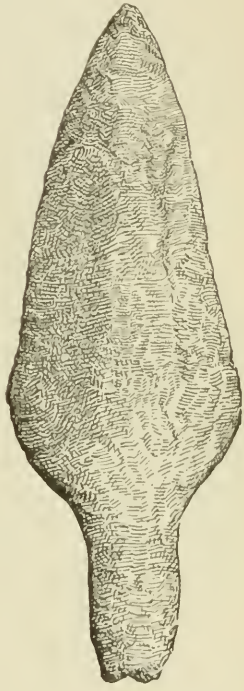


Fig. 37. (Full Size.)

The Fig. 35 represents a remarkably fine specimen of native copper implement found on the north bank of the River Kaministiquia, near Fort William, and was presented to the museum by Capt. J. S. Smith, of Fort William,

along with a spike or spear of the same material, about one foot long, from the same locality. The edges forming the handle socket are just turned over enough to give a good grip, and the cutting end has been worked to as keen an edge as it is possible for copper to take.* This is in many respects the best specimen of native copper implement in our cases.

Although our collection of native copper relics is comparatively small, its extent is already much greater than we anticipated making it when we began to form cabinets. Neither is it to be expected that we shall ever possess objects of this material in such profusion as those of stone or bone. It is not quite easy to account for the scarcity of native copper tools. Distance from source of supply is not enough. Indeed, it seems probable that for most purposes the implement of hornstone or chert was in nearly every way more serviceable than that of the virgin metal. However this may be, copper has not, at any rate, entered so largely into aboriginal economy in this part of the country, as has shell of a species that had to be brought from even a greater distance in an opposite direction, and offering fewer facilities for travel.

Fig. 36 is a good example of the spear or lance head. It was found in the valley of the Ottawa, and has with other objects been placed in our keeping by Dr. T. W. Beeman, of Perth.

Another weapon of this material is illustrated here, Fig. 37. It was found near Lakeside and was presented by Mr. Sparham Sheldrake of that village. Like nearly all such objects it has a rough surface as the result of weathering, and this roughness is shown in short and crooked ribs running longitudinally. Had the metal ever been smelted no such effect would have been produced from weathering, because the metal would then be homogeneous throughout; but in its native condition small portions here and there are harder than the rest, and the effect of hammering into shape is to elongate these. In consequence of their greater hardness these parts withstand the action incident to decay better than the other portion and are thus left standing above the general surface. It is mainly on account of such ridges that so many persons, writers and others, have concluded that the implements or weapons were cast in a mould.

*It may be remarked here that the commonly accepted belief with regard to tempering of copper tools by the Indians is a fallacy. If they have any unusual hardness it is merely the result of cold hammering.

CRANIA.

Fig. 38.

This figure represents one of eight skulls taken from within the ancient enclosed village site on the Ridley and Bury farm, Clearville, The measurement of these and other skulls will probably be given in next report; meanwhile the contour of figure 38 is worthy of study. The frontal recession is particularly noticeable.

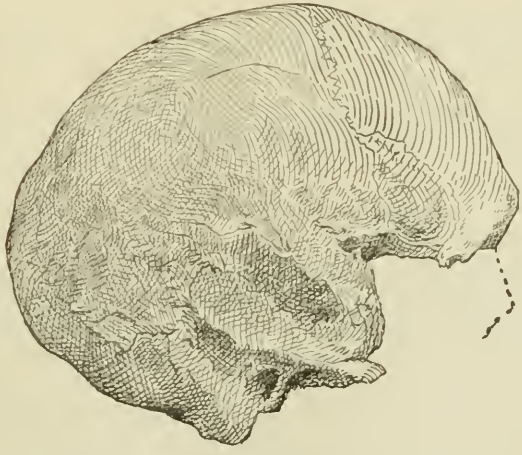


Fig. 39.

Among the large number of interesting skulls from the Keffer ossuary in Vaughan township, a good many are remarkable for their occipital development, as in Fig. 39.

MODERN INDIAN DRESS, ETC.

It is perhaps almost as desirable that we should preserve specimens of the present day of aborigines' workmanship as well as those of a bygone time. While it is true that the Indian as we know him has lost the art of producing stone weapons and tools, he (and we should say also she) exists in the manufacture of a few simple articles including chip baskets, snow-shoes, and various objects ornamented with bead-work. In the production of these, the women, especially, show considerable taste, and the exercise of much patience.

Beads were valued highly among them even in their primitive condition when stone, shell and bone were their only available materials, and the introduction of the colored glass article proved so attractive that the ancient wampum was discarded at a very early date even in the making of treaty belts. All the belts of this description now held by Fire-keeper, John Buck, for the Six Nation Indians on the Tuscarora Reserve, are composed of European material, as glass, or of other material shaped by European skill, as shell.

We are indebted to the Rev. John McLean, now of Moosejaw, N.W.T., for a number of modern specimens illustrative not only of the skill, but of the manners and customs of the Blood Indians among whom he spent many years of enthusiastic labor, and regarding whom he has written an extremely interesting volume, besides numerous papers that have been read before the Canadian Institute, and some that have appeared in the publications of the Smithsonian Institution.

A list of the specimens presented by Mr. McLean and others will be found in the catalogue accompaning this report.

FRENCH RELICS FROM VILLAGE SITES OF THE HURONS.

The Geographical Distribution of These Relics in the Counties of Simcoe, York, and Ontario.

By A. F. Hunter, B.A.

The French traders of the seventeenth century brought amongst the Huron Indians of Ontario large quantities of articles of European manufacture in exchange for the Indians' furs. The metal portions of these articles are found in abundance at the present day in those parts of the province inhabited by the Hurons at that time.

The most abundant relic of this kind is the iron tomahawk, thousands of which have been found in various parts of the province, but more especially in North Simcoe, and at the west end of Lake Ontario, where the Neuters dwelt. These tomahawks are of various sizes, but almost all of the same well-known shape, each bearing three crosses in relief on one side; their appearance is, however, too well known to require a description.

Copper and brass kettles are also numerous, and are almost invariably found in the ossuaries. In nine cases out of ten these kettles, which were formed of sheet metal, were rendered useless by blows from a tomahawk upon the bases of the vessels. This practice of rendering useless every article deposited with the dead was, however, common to many tribes, the apparent object being to remove any temptation to desecrate the graves.

Besides tomahawks and kettles, there are iron knives, earthen and glass beads, copper bracelets and ear ornaments, and many other articles. The various kinds of French relics are well represented in the Museum of the Canadian Institute, where they can be minutely examined at any time, so that they do not require further notice here. We shall now proceed to the special subject of this paper—the geographical distribution of these relics over the Hurontario isthmus. The analysis by townships of the Huron village sites and ossuaries in the three counties of Simcoe, York and Ontario, which is given in the table accompanying this paper, shows certain evident facts regarding the geographical distribution of French relics. The information supplied by this table has been obtained from catalogues opened by the writer for each of the counties mentioned, in which details of each village site, ossuary, etc., have been collected and recorded. A majority of the sites were personally visited.

The Huron custom of settling in village communities and remaining for a considerable time, makes it an easy task to recognize the remains of one of their villages. These are indicated by abundant accumulations of charred soil and ashes, broken relics, etc.; complete relics are, unfortunately, becoming rare. In preparing these catalogues, therefore, although many sites were visited, it was almost impossible to obtain any relics. In most cases, accordingly, all that the writer could do was to make notes of what relics had been found in past years from as many reliable sources as possible. It occasionally happened that the very fact of the former existence of a village or ossuary had almost passed from the recollection of the present inhabitants of the district.

Up to the present time the writer has made a record of the following Huron sites :—

Villages.....	Simcoe.....	218	York.....	33	Ontario.....	14
Ossuaries.....	"	122	"	5	"	6

[These figures do not include a considerable number of Algonquin village sites and burial grounds, which have also been recorded; they apply altogether to the sites once occupied by Hurons.]

They do not indicate the absolute number of village sites and ossuaries in each county, nor are they any index of the relative numbers of sites which may subsequently be found to exist. They merely indicate the numbers recorded so far in each county according to our opportunities for making enquiries. They are, however, sufficiently representative to enable us to arrive at certain important conclusions respecting the geographical distribution of French relics.

Many persons have contributed valuable facts towards the preparation of the catalogues mentioned, for which the writer is under obligations to them; and it would be a long task to give the names of all those to whom credit is due. It will be sufficient for the present to say that the name of every person who became authority for a statement regarding any site, has been recorded in its descriptive account of the catalogues.

Further investigation may modify to some extent the statistics furnished here; but a degree of confidence may be placed upon the general relations indicated by the table:—

TABLE SHOWING THE GEOGRAPHICAL DISTRIBUTION OF FRENCH RELICS IN THE COUNTIES OF SIMCOE, YORK, AND ONTARIO.

TOWNSHIP.	VILLAGE SITES.			OSSUARIES.		
	In Catalogues.	Post-French.	Percentage.	In Catalogues.	Post-French.	Percentage.
Simcoe County:						
Nottawasaga	32	11	35	41	11	27
Tiny	27	14	51	19	8	42
Tay	16	12	75	18	9	50
Medonte	41	33	80	19	14	74
S. Orillia	6	4	66	2	1	50
Oro	23	8	35	9	5	55
Vespra	19	5	27	2	1	50
Flos	12	2	16	4	1	25
Innisfil	30	5	17	3		
W. Gwillimbury	5	1	20	2		
Tecumseth	7	1	14	3		
York County:						
E. Gwillimbury	4					
King	2					
Whitchurch	6			2		
Vaughan	3			1		
Markham	3			2		
York	13	1	8			
Scarboro'	2					
Ontario County:						
Scott	3			2		
Uxbridge	1					
Reach	6	1	16	2		
Pickering	3			1		
Whitby	1			1		
Totals	265			133		

The first column of the table gives the townships. In the second is given the number of village sites so far recorded in each township. The third contains the number of village sites at which French relics have been found, and the relative percentage which these bear to the whole number recorded is carried out into the fourth. This is done for the purpose of comparing one township with another. The fifth, sixth, and seventh contain similar statistics relating to the ossuaries.

The townships are arranged in the table, beginning at Georgian Bay and descending southwards. Bearing this fact in mind and glancing down the fourth column, it will be observed how rapidly the percentage of villages where French relics have been found falls off after leaving the first few townships in the remote north beside Georgian Bay. This was the district occupied by the Hurons in the time of the Jesuit missionaries of the seventeenth century. If we draw a line from east to west through Kempenfeldt Bay on Lake Simcoe, it will be seen that of all villages south of this line less than twenty per cent. have yielded French relics. The difference in the geographical distribution of these relics on the two sides of this line is made apparent by contrasting one representative township from each part, say Medonte and Innisfil. In Medonte 41 village sites have been entered in the catalogue, of which no less than 33 (or 80 per cent of them) have yielded French relics; while of 30 village sites in Innisfil, only 5 (or 17 per cent.) have yielded French relics, and merely one or two isolated tomahawks in most of these five cases. There is a wide difference here—viz., between 80 per cent. and 17 per cent., and this difference of geographical distribution can only be accounted for by supposing that the larger part of the villages of Innisfil, as well as of the others south of the line just drawn, were occupied by the Hurons before the arrival of the French traders. In York and Ontario counties there is but one case in each, so far as the writer has ascertained, of European relics having been found at Huron village sites, and in neither of these cases is the evidence very conclusive. Many European relics have been found at Algonquin sites in these two counties, and the two cases in question may be of relics lost by later Mississagas on the ground previously occupied by the Huron lodges.

Independent evidence of a similar character is furnished by the ossuaries. There is no proof of any French relics having been found in the ossuaries south of the line through Kempenfeldt Bay, that is in South Simcoe, York, and Ontario. But in North Simcoe the percentage runs as high as 74.

This classification affords us a means of arriving approximately at the date of Huron occupation of these parts of Central Ontario under consideration. The beginning of French intercourse with the Hurons may be said to have taken place in 1615, when Champlain made his celebrated journey to their country. From that year onwards traffic between the French and Hurons was established. So that speaking in a general way, this date, 1615, is the dividing line between post-French and ante-French villages. Wherever French relics are found, in most cases it may be concluded that the village dates after 1615. The table therefore shows that the sites in N. Simcoe, near Georgian Bay, were mostly post-French, while the more southerly ones—those in S. Simcoe, York and Ontario—were chiefly ante-French.

The former statement might readily have been inferred from our historical data of the first half of the seventeenth century, without the assistance of archæology; but, little of an historical nature has been known with regard to the numerous Huron sites of S. Simcoe, York and Ontario. It would appear from the table that they chiefly belong to a period preceding the sites of N. Simcoe.

There are references in the early French writers to an increase of population in the Huron tract (now North Simcoe) from which we may infer that what might be called a migration took place. Champlain and Le Caron in 1615 reckoned 17 or 18 villages in the Huron peninsula, with 10,000 persons. Brebeuf, in 1635—20 years later—found 20 villages, and about 30,000 souls. [Relations (Canadian edition), 1635, p. 33 ; 1636, p. 138.] Here is evidence of a rapid influx from some quarter into the sheltered peninsula of N. Simcoe, between the years 1615 and 1635.

The aborigines of any country are always found at the corner opposite to the point of entry of their invaders This was the case with the early Celts of Britain, the Lapps of North Europe, the Basques of Southern France, and indeed with every race of conquered people known to history. It might therefore be expected that the Hurons would remove as far as possible from their enemies, the Iroquois ; and it was in this position—against the northerly limit of land adapted to agricultural pursuits—that they were found by the early French.

These inferences from historical considerations have been fully confirmed by the table of sites given, from which it is evident that a removal from the sites of Ontario, York and S. Simcoe took place about the time the French first came.

In conclusion, it may be stated that there is another important feature of the N. Simcoe sites, not indicated in the table, and which though highly important, will be merely alluded to in this paper. The largest Huron village sites in the country are found there, and they are likewise post-French. It would appear from this that as danger from the invading Iroquois grew greater. the population became amassed into larger villages for safety.

CATALOGUE OF SPECIMENS

IN THE

PROVINCIAL ARCHÆOLOGICAL MUSEUM.

The follwing list does not comprise all that is in the cases of the museum. Many pages would be required, merely to mention the names of donors and localities connected with hundreds of stone axes, "flints," and other comparatively common types of relics.

Neither are the arrangement and classification to be regarded as satisfactory or final. Museums, like libraries of humble origin, require frequent changes and re-arrangements corresponding to the increase and variety of the collections. This is especially so when, as with us, the growth is remarkably rapid, and the space at disposal limited. From almost absolutely nothing four years ago, what follows will give some idea of the success that has attended the efforts of the Canadian Institute to form an archæological collection in some degree worthy of the province.

It is hoped that the example set by so many persons whose names appear in this list as those of donors will be emulated by others, who may have in their possession single specimens or small collections, and that these objects may be presented to us for safe keeping.

S. stands for Mr. J. W. Stewart and M. for Mr. W. Matheson, from whom we purchased small collections, and Y. P. col. stands for York Pioneers' collection.

DAVID BOYLE,
Curator.

CASE A.

PARTLY OR WHOLLY OF EUROPEAN MANUFACTURE, BUT FOUND IN FIELDS AND OSSUARIES.

1. Quantity of small red glass beads. Beverly Tp. Jas. Dwyer.
2. Quantity of small blue and purple glass beads. Beverly Tp. Jas. Dwyer.
3. String of glass beads. Baby Farm,* York Tp. Miss Kirkwood.
4. String of very small red glass beads. York Tp. Y. P. col.
5. Four blue glass beads. Humberstone Tp. Cyrenius Bearss.
6. Two blue and one red glass bead (all square in cross section). Brantford. S.
7. String of glass beads, various colors, with stone pendant. Beverly Tp. Dwyer, col.
8. String of long red glass beads. No locality. Y. P. col.
9. String of glass, shell and stone beads. Y. P. col.
10. String of long blue glass beads. York Tp. Y. P. col.
11. Quantity of long and spherical glass beads, red and blue. Beverly Tp. Dwyer col.
12. Thirteen glass beads from $\frac{1}{4}$ in. to $1\frac{1}{2}$ in. long, variegated red and blue. Lake Medad. Y. P. col.
13. Two oval glass beads. Beverly. Dwyer col.
14. Quantity of blue and red glass beads, various sizes and forms. Nottawasaga. G. Lougheed.
15. Three long, pale blue, glass beads (cross section square). Beverly. Dwyer, col.
16. Three red glass beads. Norwich Tp. S.
17. Quantity of small glass beads, various colors. Beverly Tp. Dwyer col.
18. One cylindrical variegated glass bead, 1 in. long and $\frac{1}{2}$ in. diameter. Nottawasaga. Lougheed col.
19. String of red and blue (mainly round) glass beads, with small Catholic medallion. Baby Farm. J. Kirkwood, Toronto.
20. Brass brooch plate. Mindemoya Island, Manitoulin. John McPherson, Toronto.
21. Silver brooch plate. Brant Co. S.
22. Silver medal (temp. George III.). The body of the medal is thin but has the bust of the youthful king ob. and royal arms rev. in strong relief. Y. P. col.
23. Brass belt medal, $2\frac{1}{2}$ in. diameter. Beverly Tp. Dwyer col.
24. Iron bracelet. Beverly Tp. Dwyer col.
25. Large brass finger-ring. Baby Farm. Y. P. col.
26. Rude copper medal apparently made from fragment of some copper vessel. Baby Farm. Y. P. col.
27. Small ring-brooch and pin. Baby Farm. Y. P. col.

*Pronounced *Bawby*. The Baby family was intimately associated with the early history of Detroit.

28. Small brass seal finger-ring. On the seal is the letter L enclosing a heart. Baby Farm. Miss Kirkwood.

29. Brass seal finger-ring. On seal are engraved I. H. S., with a cross standing on the bar of the H. This ring was presented in a neat box of porcupine quill work. Ossossané., Simcoe Co., Rev. Father Laboureau. Penetanguishene.

30. Silver ornament—circular, $2\frac{3}{8}$ in. diameter. Consists of a narrow, flat rim, $\frac{1}{8}$ in. across, enclosing a six-pointed star, in the centre of which is a circle $\frac{7}{8}$ in. diameter, outside measurement. The whole of the pattern is of the same dimensions as the rim. The star and inner circle are slightly relieved with double-dotted lining on both sides. No locality. Y. P. col.

31. Copper coil nearly 1 in. in diameter. This seems to have been made of round wire which was beaten flat after being coiled. Baby Farm. Jas. Kirkwood.

32. Brass belt-buckle, oval, $3\frac{1}{2}$ in. long by $2\frac{3}{8}$ in. wide. Found near Toronto, Wm. Townsend.

33. Quantity of glass beads in considerable variety. Parkdale. J. R. Wismer, Parkdale.

34. Two large beads, one blue, one white. Near Toronto. Y. P. col.

35. Rudely formed ear of large copper kettle. It is made of several thicknesses of sheet copper folded. Beverly. Dwyer col.

36. Sheet copper coiled to form a rough tube and bent like L. Baby Farm. J. Kirkwood.

37. Sheet copper, fragment of kettle bottom. Shows hammer marks. Beverly. Dwyer col.

38. Four fragments of sheet copper from kettles. Baby Farm. Miss Kirkwood.

39. Twelve pieces sheet copper. Five of them triangular and perforated near the middle, Five are coiled conically. Beverly. Dwyer col.

40. Several fragments of copper kettles. Beverly. Jas. Rae.

41. Two fragments copper kettles. F. A. Benson, Port Hope.

42. Brass vessel 6 in. diameter and $2\frac{3}{4}$ in. deep, with ears. No record.

43. Lead ingot and conical bullet. Baby Farm. J. Kirkwood.

44. Lead smoking pipe. Scotland Village, Brant Co. S.

45. Piece of sheet copper 7 in. long and $2\frac{1}{4}$ at widest. Said to have been over two feet long when found along with other relics. Jas. Dickson, Fenelon Falls.

46. Sheet copper needle (?) $2\frac{7}{8}$ in. long, barely $\frac{1}{4}$ in. wide at head where it is broken apparently about midway through a long eye, $\frac{1}{4}$ in. of which remains. Nottawasaga. Lougheed col.

47. Iron pipe-tomahawk. Pipe head broken off. Blade has floral design engraved on each side. Some lines are also cut on the sides of the eye. Vardy Lake, Addington Co. Dr. T. W. Beeman, Perth.

48. Part of gun-lock. Baby Farm. Miss Kirkwood.

49. Fire or tinder steel. Y. P., col.

50. Gun flint. Baby Farm. Miss Kirkwood.

51. Six gun flints. Baby Farm. J. Kirkwood.

52. Part of white clay pipe stem on which are stamped two lozenge-shaped figures, quartered, each quarter containing a *fleur de lis*. Baby Farm. J. Kirkwood.

53. Iron pipe tomakawk, complete, with perforated handle. No record. Y. P. col.

54. Iron nodule containing pyrites. Found with some Indian relics in Huron Tp. William Welsh, Amberly.

CASE B.

Broken and unfinished articles showing methods of working.

1-11. Pieces of red freestone and grey limestone smoothed and marked off as if preparatory to making beads. G. Lougheed, Nottawasaga.

12. Stone marked to form pipe. Head portion broken. G. Lougheed, Nottawasaga.

13. Part of what was probably a pipe stem. Now in two pieces—broken lengthwise and showing the bore. A. Lougheed, Nottawasaga.

14. Piece of limestone in process of being shaped as a pipe-head (probably). This illustrates one of the methods of cutting through stone. A row of holes has been bored in the direction of the proposed cut. When broken off, grinding or rubbing has been begun to efface the marks left by the holes.

15. Small, roughly oblong piece of limestone about $1\frac{1}{4}$ in. long, $\frac{1}{2}$ deep, and nearly $\frac{1}{2}$ in. thick. A hole (oval) about $\frac{3}{4}$ in. long has been worked on one of the narrow sides, and this penetrates to the opposite side where it terminates as a small round hole. The latter side shows that the piece has been detached from another larger or smaller portion by cutting all round to weaken before breaking. The carving of a human face has been begun on one end. A. Lougheed, Nottawasaga.

16. Portion of large implement quite unlike anything else in the collection. Marks of work are perfectly evident, but the specimen is not easily described. Pike's Farm, Wolfe Island.

17. Rudely formed, or unfinished implement of limestone, semicircular, with projection like a handle on the straight side. Has a general resemblance to an old-fashioned hand meat-chopper. Length of blade $5\frac{1}{2}$ in. and from edge to end of handle $4\frac{1}{4}$ in. Middlesex Co. M.

18. A flat ovate, striated slate pebble, 4 in. long, greatest width $2\frac{3}{8}$, and greatest thickness $\frac{5}{8}$ inch. Is deeply cut lengthwise into five sections. Incisions on both sides. Apparently the intention was to break the several pieces off for beads or other ornaments. McGillwray Tp., Middlesex. M.

19. Small piece of limestone pebble, showing a cut-off mark corresponding in kind to that on No. 15 in this case, but much more distinct.

20. Two specimens marked A and B. These are unfinished beads of red freestone like Nos. 1 to 7. The smaller piece, 20 A, is only half an inch long, and has been bored from one end. The larger piece $1\frac{3}{8}$ in. long is unbored. G. Lougheed, Nottawasaga.

21. A spoiled or unfinished tablet. (See description, cases N and O.) The four sides have been hollowed to depth of $\frac{3}{8}$ of an in., and the corners are rounded. One hole has been partly bored. S.

22. Small cylindrical piece of limestone, 1 in. long, and about $\frac{5}{8}$ in. diameter. One side is split off, evidently as the result of boring which has been begun at one end. Albert Lougheed, Nottawasaga.

23. A waterworn, nearly globular pebble; longest diameter $2\frac{1}{2}$ in. Transverse to this a beginning has been made in cutting a groove, as if for attachment to a handle by means of a thong. J. Wood, Lawrenceburg, Indiana.

24. A waterworn stone. Appears to have been at first globular, and $2\frac{1}{4}$ in. in diameter. Two opposite sides have been rubbed down presenting nearly parallel faces $1\frac{1}{2}$ in. across. M.

25. A spherical waterworn pebble, $2\frac{1}{4}$ in. in diameter. A hole has been bored into it about $\frac{1}{4}$ in. deep. Brookfield, Missouri.

26. A waterworn granitic pebble, $2\frac{1}{4}$ in. in diameter. Shows traces of hand-rubbing in two or three places. Mercer Co., Kentucky. Prof. Moritz Fischer, Curator Ky. Geol. Sur. Mus., Frankfort.

27. Granite, $4\frac{1}{4}$ long, $3\frac{1}{4}$ wide, and $1\frac{3}{4}$ thick in the middle. Although still rough, an immense amount of work must have been done on this stone. The two ends have been pecked down and rounded to half the thickness of the middle, where a ridge has been left, running from side to side as if the intention had been to bore through in that direction. Point Edward, Dr. Rear, Toronto.

28. Waterworn stone, 5 in. long, $2\frac{3}{8}$ wide and nearly 2 in. thick; the natural shape has suggested an ax or other tool, and one side has been pecked to make it correspond with the opposite side. The material is a close-grained, dark grey limestone. Dr. Craig, Lawrenceburg, Indiana.

29. Fragment of steatite vessel. Three slit-like holes in this piece are probably of recent origin. Alamance Co., N. Carolina, Prof. Jos. Moore, Earlham College, Richmond, Indiana.

30. Slate tablet 5 in. long, $3\frac{1}{2}$ wide. Apparently unfinished—holes not bored. Lot 25, con. 22, McGillivray Tp. M.

31. Slate tablet, 4 in. by $2\frac{1}{4}$ in. No holes. Lot 4, con. 4. Biddulph Tp. M.

32. Unfinished implement or weapon of veined blue slate, like 43, 44, 46 and 47, Case M. Dr. Craig, Lawrenceburg, Indiana.

33. Unfinished slate tablet, 4x$2\frac{1}{4}$, with corners rounded. Unbored. S.

34. Slate, three inches long, two and a half wide at one end, one and three-fourths at the other; one inch and a quarter thick at the wider end and having roughly convex sides. At the larger end two holes have been drilled, one 9-16 of an inch in diameter, is $1\frac{5}{8}$ inch deep: the other $\frac{3}{8}$ inch diameter, is only $\frac{7}{8}$ inch deep. The inner or adjoining sides of the holes have met giving the drilling a figure 8 outline, the longer diameter of the double boring being only 1 1-16 inch. At the smaller end the hole is 10-16 inch diameter, and $1\frac{3}{8}$ inch deep. Although the length of the borings is equal to the total length of the specimen the holes do not meet, the deeper of the two at the wider end having been drilled somewhat aslant. McGillivray, Tp. Middlesex. M.

35. Piece of argillite, $9\frac{3}{4}$ in. long, about an inch in diameter, with roughly clipped or pecked, rounded sides, along one of which, as well as at one end, an angular groove has been cut. M.

36. Argillite, 4 in. long, 1 inch in diameter at thick end, and tapering to a point. Is half of an implement like 30 and 31 in case M. M.

37. Tablet (?) $4\frac{1}{2}$x$2\frac{1}{4}$ in. greatest measurements. Thickness in middle, $\frac{1}{2}$ inch. Edges convex, one side slightly convex, the other very much so. Specimen carries what seem to be crystals of calcite. Miss Maria Tipton, Paris Kentucky.

38. Tablet of brown argillite, $3\frac{1}{2}$x$1\frac{1}{2}$. 5-16 inch thick. Edges convex. One side nearly flat, other convex. No holes. M.

39. Tablet, much like 38 in material and form, but $4\frac{1}{2}$x$1\frac{5}{8}$. S.

40. Small hatchet-shaped piece of limestone, showing signs of having been used to sharpen, polish or rub other material. One corner is coated with iron rust owing to the proximity of a small quantity of hematite where it was found, near the east end of Tidd's island opposite Gananoque.

41. Pipe-stem of limestone $3\frac{1}{4}$ in. long. The workmanship is suggestive of European influence.

42. Much like 41, but only 2 in. long, Both from A. Lougheed, Nottawasaga.

43. Unfinished pipe-stem of limestone, $2\frac{3}{4}$x1 inch and roughly square. Has evidently been separated from the head after the bowl was bored. Instructive as showing mode of reducing to required size. Deep cuts have been made with flint flakes at intervals of from 3-16 to $\frac{1}{4}$ of an inch, and the intervening portions have been broken off. A. Lougheed, Nottawasaga.

44. Seems also to have been part of a pipe. It is $3\frac{1}{4}$ inches long, $1\frac{1}{2}$ thick in one direction, and only a little more than an inch in the other. The two wider sides are flattened and the other two are rounded. Near to one of the round sides a $\frac{1}{8}$ inch hole has been bored nearly $1\frac{3}{4}$ in. deep, in the direction of the longer axis. The same end also shows that the piece of stone has been cut from another by notching deeply (3-16 of an inch) all round, and then breaking forcibly.

45. A roughly blocked out pipe-head of marble, intended for a hole to receive a wooden stem. Vaughan Tp. Dr. Orr, Maple.

46. Two fragments of pipe-stems, limestone, square. Geo. Lougheed, Nottawasaga.

47. Broken pipe-stem, limestone, rounded. Albert Lougheed, Nottawasaga

48. Roughly blocked pipe (?) Perhaps only a water worn stone. S.

49. Piece of limestone, cylindrical, 1 in. in diameter, a hole $\frac{1}{8}$ of an inch in diameter has been bored lengthwise close to the outside. The portion between the hole and outside has then been removed, the work now looking like a groove made from the outside. David Melville, Creemore.

50. Rough block for pipe. Baby Farm, Lambton Mills. J. Kirkwood.

51. Three pipe-stems. (See remark, 41.) G. Lougheed, Nottawasaga.

52. Spoiled pipe-head, limestone. The bowl has been badly bored and the stem is broken off. This specimen, three inches long and two wide at the broken mouth, shows that both sides of the bowl have been lined up the middle exteriorly to aid the eye in directing the drill. G. Lougheed, Nottawasaga.

A to S.—Contents of a grave opened on Noncon island by Mr. A. Stevens. The find consists of two bone awls or needles, three tips of deer-horn, a bone spear-head, a wolf's jaw bone, a stone ax, a perforated slate tablet, a bit of pottery, seven flints, and two small pieces of graphite. A. F. Chamberlain, Toronto.

CASE C.

ROUGH FLINTS.

1 to 9. Palœolithic flints from Sussex Mills, England. W. Ransom, Hitchin.

10. Large flint core 10¼ inches long, from which flakes have been chipped Le Grande Persigny, France. W. Ransom, Hitchin, England.

11. Flint knife. Persigny, France. W. Ransom, Hitchin, England.

12 to 18. Palœolithic implements of flint varying in color from light gray to almost black, and in size from three inches to six inches long.

19. Palœolithic implements. Bedford, Eng. W. Ransom, Hitchin, England.

20. Small barbed arrow head 1⅝ inches long without neck. Derry, Ireland. W. Ransom, Hitchin

21. Small and beautiful barbed and necked arrow head, ⅞ in. long, and ⅞ in. across base of barbs. Antrim, Ireland. W. Ransom, Hitchin, England.

22. Leaf-shaped flint, 1¼ in. long, and 1 in. wide. Antrim, Ireland. W. Ransom, Hitchin, England.

23. Arrow head 1¾ in. long barbed and necked. Antrim, Ireland. W. Ransom, Hitchin, England.

24. Fragment of neolithic implement, apparently about half of a bored axe or club-head, originally upwards of six inches long, but now broken across the hole. Sussex mills, England. W. Ransom, Hitchin, England.

25. Small stone axe in deer-horn handle, from lake-dwelling, Switzerland. W. Ransom, Hitchin, England.

The foregoing were procured through Mr. Jas. H. Pearce of the Institute.

Case C. includes also sixty-nine leaf shaped "flints" from 2 inches to 4 inches long, found in a heap a few inches below the surface, on the farm of Arthur Seabrook, Komoka.

Eight large and rudely chipped implements from Wolfe Island.

And coarse specimens from N. Carolina, Alabama, Georgia, Kentucky, Indiana, Missouri, Ohio and Wyoming.

All in this case are of such a character as would be called "palœolithic" if our data permitted. The total number is nearly 200.

CASE D.

Typical Flints.

Contains 240 specimens of "flints" varying from half an inch to six inches in length, and were probably all used as spears, lances or arrows. The arrangement in this case is for the purpose of illustrating, sizes, shapes, material and and modes of fastening to shafts.

Mainly of chert, some are of flint, others of jasper, chalcedony, obsidian and agate. One is of pure quartz.

The territory represented covers many of the United States as well as Ontario.

CASE E.

Miscellaneous Flints.

Contains about 200 small flaked "flints" mainly from the United States. The chief donors were Drs. Craig and Collins, Lawrenceburg, Indiana, the Natural History Society of Brookville, Indiana, the Geological Survey of Kentucky; Prof. Jas. Moore, Earlham College, Richmond, Ind.; E. T. Hummell, Decatur, Alabama; the Society of Natural History, Cincinnati; and Prof. J. L. Deming, of the Technological Institute, Boston, Mass.

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CASE F.

Flaked Tools and Weapons.

1. Shaly chert, almost black, 8⅜ in. long, 4½ wide, and averaging about ¼ inch thick; no notch for attachment to handle; general outline, an irregular oval. An intrusive vein one line in thickness croses it at a slight angle 2½ in. from the point. May have been intended for a spade or a hoe, but shows no signs of use. From a grave mound in Tremont Park, Tidd's Island, R. St. Lawrence (opposite Gananoque). C. A. See, Tremont Park.

1½. Quartzite, 5½ in. long by 2¾ wide, about ¾ inch in thickest part, has been notched, but is broken at shoulder; rudely chipped, and of irregular outline. Tremont Park, Tidd's Island. C. A. See.

2. Chert, dark brown, 9¼ in. long by 3¾ inches wide, and about ¼ in. thick in middle; broken in three pieces; no notch; signs of wear slightly observable. Tremont Park. C. A. See.

3. Chert, dingy grey, 8½ in. long by 3⅛ wide and ⅜ in. thick in the middle, sides unsymmetrical; notched; neck ¾ inch long. Tremont Park. C. A. See.

4. Flint; not homogeneous; 8 in. long by 3¼ wide, greatest thickness 5-16 in.; thicker towards each end than in the middle; symmetrical; no notch, leaf-shaped, pointed and slightly worn. Tremont Park. C. A. See.

5. Veined quartzite, 6½ in. long by 3 inches wide, leaf-shaped, with a comparatively small neck, thin in proportion to length. Tremont Park. C. A. See.

6. Chert, 7½ in. long by 2⅜ in. wide at base; slightly barbed; neck broken; thin and almost symmetrical; lanceolate. Tremont Park. C. A. See.

7. Quartzite, translucent, 6 in. long by 2⅛ in. wide; notched neck; sides not symmetrical. Tremont Park. C. A. See.

8. Chert, grey and brown, not homogeneous, 9⅜ in. long by 3⅝ in. wide, leaf-shaped; very thin; symmetrical, but slightly curved in direction of flat-side. Tremont Park. C. A. See.

9 to 14. Fragments of similar weapons or tools from same place.

14½. Quartzite, translucent, 4 in. long by 2⅛ in. wide; symmetrical and somewhat thick in proportion to length; leaf-shaped. Tremont Park. C. A. See.

15. Chert, 11½ in. long by 3⅜ in. wide; leaf-shaped; fractured slightly at base; about ¾ in. at the thickest part; symmetrical; this is the largest flaked implement in the museum. Pickering Tp. Jas. Dickson, Fenelon Falls.

16. Cherty limestone, 7¼ in. long by 3 in. wide; very thin; notched neck. Wolfe Island.

17. Fine chert, 6¼ in. long by 3⅜ in. wide; short and deeply notched neck, forming semi-barbs; beautiful heart-shaped outline. Wolfe Island.

18. Coarse chert, 4⅞ in. long by 3⅞ in. wide; neck ¾ in. long and 1 inch wide; somewhat rudely chipped; very broad in proportion to length. Wolfe Island.

19. Chert, 5 in. long by 2¾ wide; slightly barbed; neck ¾ in. long by 1 in wide. In this specimen there is a well-defined oval nucleus exactly in the middle and showing both sides; on one side this measures about 2 in. by 1½ in., and on the other 1¾ in. by 1⅜. Wolfe Island.

20. Fine veined chert, 5½ in. long by 2½ in. at base; sides little curved; straight neck ¾ in. long. Edges thinned from left side; very thin in proportion to length. Biddulph Tp. M.

21. Chert, 5½ in. long by 1⅞ wide; point broken; straight neck 1¼ inch long, very thick. Sarnia Indian Rererve. M.

22. Impure chert. 5½ in. long by 2¼ in. wide; sides almost straight; notched neck. East Williams Tp. M.

23. White chert, 8¼ in. long by 3 in. wide; unsymmetrical; leaf-shaped. Plympton Tp. S.

24. Chert, 8 in. long by 1⅝ in. wide; symmetrical and gracefully formed; neck faintly marked off from body, 1⅝ inch long. McGillivray Tp. M.

25. Chert, 5½ in. long by 2½ wide; notched neck ¾ in. long and same width; body comparatively thick. Wolfe Island.

26. Chert, 5⅜ in. long by 1⅞ in. wide, squarely-shouldered neck, ¾ in. long and pointed. McGillivray Tp. M.

27. Chert, 4¾ in. long by 1⅞ in. wide; slightly notched neck; edges symmetrical, one side flat. Middlesex, Co. M.

28 to 39. Chert, group of weapons from 4½ in. to 8½ in. long, and from 2½ in. to 3¼ in. wide at base. With the exception of No. 28, they are all of the same pattern, being square shoulderd and having heavy, strong necks about an inch long. No. 28 is almost leaf-shaped, the neck being abortive. These "flints" were found together at the edge of a swamp on gore lot 27; N. B., West Williams Tp. M.

40. Dark brown flint, 5¼ in. long by 1⅞ in. wide; notched neck ½ in. long, and forked at base. Wolfe Island.

41. Brown cherty limestone, 5⅛ in. long by 1⅛ in. wide, neck broken. Plympton Tp. S.

42. Chert, a beautiful leaf-shaped specimen, 8½ in. long by 2½ in. wide, and scarcely a quarter inch thick; edges flaked chiefly from right side. Wolfe Island.

43. Chert, leaf-shaped, 7½ in. long by 2½ in. wide; tip broken, symmetrical and elegant. McGillivray Tp. M.

44. Very coarse chert, leaf-shaped, 6¾ in. long by 2 in. wide; rudely chipped. Biddulph Tp. M.

45. Chert, $5\frac{1}{8}$ in. long by $2\frac{5}{8}$ in. wide; notched neck, $\frac{1}{2}$ in. long by $1\frac{1}{4}$ in. wide; roughly flaked and unsymmetrical. Wolfe Island.

46. Chert, $5\frac{1}{4}$ in. long by $1\frac{5}{8}$ in. wide; square shouldered, neck $\frac{3}{4}$ in long. This specimen is very thick in the middle in proportion to length.

47. Coarse chert, 5 in. long by $1\frac{3}{8}$ in. wide; neck has a slightly square shoulder, and is $1\frac{1}{8}$ in. long, being rounded at base. Madison Co., Ky. Dr. Collins, Lawrenceburg, Ind.

48. Fine chert, $4\frac{3}{4}$ in. long by $1\frac{1}{2}$ in. wide at base, leaf-shaped; edges flaked from left side and slightly serrated; body almost flat otherwise and about $\frac{1}{4}$ inch thick. Fayette Co., Kentucky. Dr. Collins, Lawrenceburg, Ind.

49. Light bluish flint, $6\frac{3}{4}$ in. long by $2\frac{1}{2}$ in. wide at base; leaf-shaped; edges rudely flaked. Forest. S.

50. Milky quartzite, $5\frac{3}{4}$ in. long by $1\frac{1}{2}$ in. wide; neck notched and equal in breadth to base of body; tip broken; body $\frac{3}{8}$ in. thick in middle, cross section would show a good ellipse; not quite symmetrical in the edges. St. Mary's. S.

51. Coarse chert, 5 inlong by $2\frac{3}{8}$ in. wide; leaf-shaped; edges symmetrical and much curved, the general outline being more egg-shaped than is usual. No locality. S.

52. Very dark (almost black) chert, with light colored veins; $4\frac{5}{8}$ in. long by $1\frac{3}{4}$ in. wide; middle of body $\frac{3}{8}$ inch thick and smoothly flaked to edges; deeply notched neck, which is also hollowed at base; very symmetrical. North Branch, Mich. S.

53. Chert, $3\frac{3}{4}$ in. long by 2 in. wide; straight neck 1 in. long; barb $\frac{1}{2}$ in. long, one barb off. Bourbon Co., Ky. Dr. Collins, Lawrenceburg, Ind.

54 to 58. Five notched necked "flints," varying from 4 in. to $4\frac{1}{2}$ in. long, and from 2 in. to $2\frac{5}{8}$ in. wide. McGillivray Tp. M.

59. Chert, 6 in. long by $2\frac{5}{8}$ in. wide; point broken; straight neck; rudely flaked. West Williams. M.

CASE G.

Bone and Horn.

1. Small turtle shell perforated with sixteen holes. Has probably been a rattle. Beverly. Dwyer col.

2. Bone, somewhat cylindrical, $1\frac{1}{4}$ in. diameter, rudely worked at each end. York Tp. B Jackes, Toronto.

3. Splinter of deer-horn, 9 in. long and about 1 in. wide. Edges appear to have been hacked with a sharp tool. One end roughly sharpened; other end broken. Nottawasaga. Lougheed col.

4 Bone of beaver's tail. Found with many relics in London, Ont., by Jas. McDowell, 1849. M.

5. Part of turtle shell, semicircular, $2\frac{3}{4}$ in. diameter, perforated with three holes.

6. Gouge or chisel of deer-horn, 7¾ in. long and 2⅛ in. across widest part; 1½ in. behind lip. Beverly. Dwyer col.

7. Horn chisel, 7 in. long, and 1¼ wide. Considerably injured; head broken. York Tp. Y. P. col.

8. Bone knife, 8 in. long. Y. P. col.

9. Circular portion of human skull, 4 in. diameter, three holes bored 1 in. apart in middle, as if at the angles of an equilateral triangle. Three smaller holes have also been bored close to the margin triangularly. York Tp. Geo. Miller.

10. Circular portion of human skull, 4 in. diameter, unperforated. No work done on it beyond rubbing down the edges smoothly, and scouring the outside. Aurora, York Tp. S.

11. Portion of human skull, somewhat oval. Longer diameter, 4¼ in., shorter diameter, 3⅜ in. Perforated with seven holes, six of them in pairs from ⅝ in. to 1 in. apart, but not regularly arranged. The odd hole is near the margin of the longer axis. Beverly. Dwyer col.

12–16. Horn tips sharpened to chisel points. Kitchen midden. Vancouver, British Columbia. James Johnson, Vancouver.

17. Rude bone awl. Kitchen midden. Vancouver. James Johnson, Vancouver.

18. Bone awl—ditto.

19. Bone awl—ditto. Point broken.

20. Deer-horn fork; one tip broken. Has had a hole at base of prong. Lower part now broken away; 4 in. long. Beverly. Dwyer col.

21. Deer-horn fork, 4½ in. long, and tip of longer prong broken. A 7/16 inch hole bored at base of fork 2½ in. from tip of smaller prong. A base of 2 inches extends beyond the hole, where the cut-off marks are very plain. Beverly. Dwyer col.

22. Horn-tip, split and blackened by fire; 3 in. long. Point has been sharpened. Noncon Island, Lake Scugog. Jas. Stevens, per A. F. Chamberlin.

23. Bone spear or harpoon, 5½ in. long, but a portion of the shaft has been broken off. Greatest width at end of shaft 11/16 in., 2 in. from point shaft narrows to ⅜ in, and the head consists of a flat portion decreasing from 9/16 in. to a point, and having on each side five barbs. The bone is grooved longitudinally on each side. Near Simcoe Town. S.

24. Horn spear or harpoon (single-barbed), 8 in. long. Breadth of shaft from hole 1 in. This part is flat and 2 in. long, with square shoulders where it meets the middle portion which is a flattened oval 3⅝ in. long from the shoulders to the inner angle of the barb. The barb itself is ⅜ in. long, and from its tip to the point of the spear is 2⅜ in. Beverly. Jas. Rae.

25. Bone spear or harpoon (three-barbed on one side) 6½ in. long, point broken a little; barbs deeply cut. From broken point to tip of first barb is 2 inches; from tip of first to tip of second barb 1 5/16 in.; from tip of second to tip of third barb 1⅜ in. The shaft from inner angle of third barb is 2 in., 1¼ in. from shaft end and below the third barb; close to edge is an oval hole about ¼ in. the longer way. The shaft end has been ground down to a chisel point, and has no doubt had a secondary use. Victoria Co. Dickson col.

26. Harpoon, three-barbed, 5⅜ in. long; hole 1¼ in. from shaft end, and eccentric towards barbed edge. Barbs slightly ogee on edge; axils well rounded. York Tp. Jackes col.

27. Point of spear-head 2¾ in. long, three barbed on each side. Shaft portion remaining 1¼ in. long, and ⅜ in. wide. Five barbs square shouldered —one a little under cut. Breadth across widest portion of barbed end ½ inch. Lake Medad.

28. Fish-hook. Length from upper end to curve 3 7/16 inch; barbed end from curve to point 2 1/16 in.; thickest portion of shaft at curve ¼ in., tapering to ⅛ in. near upper end; shaft terminates in small knob about ¼ in. diameter; carved part averages fully ¼ in., with inside fairly rounded, and outside more angular and roughly finished; barb from tip to tip 1 7/16 in., with axil 3/16 deep; width between shaft and barb axil ½ in., between tip of barb and inner curve ¼ in., and between tip of hock and shaft ⅜ in. One side of curve appears as if gnawed, leaving four bars with a slight bend running across it from the barbed side towards the shaft side. Lindsay. S.

29–30. Two halves of beaver's upper jaws. Grave, Onentisati, Simcoe Co.

31. Lower jaw of beaver. Grave, Onentisati, Simcoe Co.

32–34. Bear's teeth. Grave near Orillia. Jas. Fraser, Craighurst.

35–41. Bears' teeth. Village site, Nottawasaga. Lougheed col.

42. Bear's tooth. Ste. Marie, Simcoe Co.

43. Walrus tooth. Balsam Lake, Ont. T. Bell.

44–52. Small compressed pear-shaped teeth (elk's) about 1 in. long and ½ in. wide. These are ground smooth at small end and are then perforated. No locality. Y. P. col.

53. Bone 2¾ in. long, carved to represent a fish. The outline is somewhat whale like; 5/16 in. from nose and ⅛ in. from throat, are what may have been intended for gills (not if a whale). A small hole has been bored from side to side, 3/16 in. in advance of this and a little higher are two small depressions. These are too far forward for eyes, and too high as well as too far back to be nostrils. They were probably meant for eyes. Mouth deeply cut and extending back almost to the gills. No imitation of fins or tail. At tail end 7/16 in. on the upper side relieved by nine lines cut at right angles to long axis, and eight lines crossing these diagonally from left to right. Exeter. S.

54. Human form—bone; 31/16 in. long; width at shoulders 9/16 in. Right arm placed on left shoulder. Left arm extending to right side of waist. No feet The figure is proportionate. While head and neck measure 7/16 in., the body is fully 1 9/16 in., and the legs only 1 1/16 inch long. Beverly Tp. Rae col.

55. Bone mask, human; 2⅛ in. long, and ⅝ in. wide. Eye holes are bored through. Nottawasaga. Lougheed col.

56. Horn, spear or harpoon, one barb. Shaft end 3⅛ in. long, and 1⅛ wide. Hole near middle two inches from end. Flat portion at shaft end shouldered down to ⅝ in., then rounded on edges to tip. Barb, tip to tip, 2 1/16. Axil ¼ in. deep, and nearly same width. Shaft end behind hole, whittled, and hole has been cut through, not bored; or else has been enlarged by cutting after boring. York Tp. Long col.

57. Deer-horn fork, 3½ in long, cut off squarely at butt or lower end. One prong is 2⅛ in. and the other 1¾ in. long. Greater diameter of butt at

cut ¾ inch. Across upper side of larger prong, and lower side of the other, and in a line with the axil two grooves are worn as if the object had been employed as a tool to smooth thongs or sinews by rubbing them lengthwise. About midway below the prongs other fainter grooves are perceptible. Humberstone Tp., Welland Co. Cyrenius Bearss.

58. Bone chisel 11⅞ in. long, and averaging 1⅛ in. across blade. This tool is made of an undetermined quadruped's leg bone, a cross section of which is roughly quadrangular. The upper or handle end is almost square and about 1½ in. on each side. For 2¼ in. the bone has been left intact, beyond rubbing the joint down to a level surface. At this distance the wall on one side is cut sharply down until the cavity of the bone is reached, and the whole side is made to taper beautifully to the lip, giving the tool when viewed edgewise the appearance of an elongated wedge. Nottawasaga. Thomas White.

59. Bone chisel or gouge, 11¼ in. long. This appears to be made from a leg-bone, but is quite unlike No. 58. A cross section of it would be oval, and the diameter is less in the middle than at the ends, being 1½ in. near the lip, 2 in. near the joint, and only 1¼ in. at the middle. The processes at the joint have not been altered in any way, and the rubbing down to produce a cutting edge extends back only about 5½ in. The tool bears evidence of long use. Nottawasaga. David Melville.

60. Five wolf's teeth. Village site. Nottawasaga. Lougheed col.

61. Cylindrical bone 3¼ in. long, and 5/16 in. diameter, rounded at one end. Humberstone Tp. Cyrenius Bearss.

75. Portion of human skull like No. 10. Vaughan Tp. Dr. Orr, Maple.

ESKIMO. Presented by F. F. Payne, Esq.

62. Comb, 2½ in. from back to point of teeth, 1½ wide.

63. Four pendants, conical and perforated at flattened ends.

64. Powder measure, 1⅝ in long, ½ in. wide and ½ in. deep. Formed somewhat like a grocer's scoop. A small hole for suspension when carried is bored through the lower corner of the larger end.

65-66. Two human figures in bone, 1¾ in. long.

67. Forty-three pieces of bone from ⅝ to 1⅝ in. long, and from ⅜ in. to ⅝ wide, generally decreasing in width towards one end which is rounded. These are marked like dominoes. The highest number on this set is 39. The game is not played as are dominoes, but seem to be a kind of grab-game.

68. Bone thimble.

69. Bear, 1¾ in. long.

70 Seal, 1⅝ in. long.

71. Fish, with fins and tail, 1½ in long.

72. Water-fowl, 1½ in. long.

73. Dog, 1 in. long.

74. Toothpick, about 2 in. long.

CASE H.

Bone and Horn.

1 to 24. Bone awls or needles from 7 in. to 3 in. long. York Tp. Wm. G. Long.

25. Eyed needle, 3¾ in. long, ¼ in. wide and 1/16 in. thick in middle, oval hole, 3/16 in. long and less than 1/16 wide at an in. from end. Grooves on both sides extending from ends of hole, bone slightly curved, with natural hollow on concave side. Both ends thinned and rounded, but left flat. Point end the more so, being highly polished and very sharp. York Tp. Wm. G. Long.

26 to 37. Bone awls from 3½ to 2½ in long. Various localities.

38 to 43. Bone awls from 4½ to 3 in long. York Tp. B. Jackes, Toronto.

44 to 45. Bone awls. London Tp. M.

46. Bone awl. Onentisati, Simcoe Co.

47 to 49. Bone awls. Beverly Tp. Dwyer col.

50 to 54. Tarsal bones of deer, two are ground flat on both sides exposing the cavity, one has had the larger end cut wholly out and a small hole bored obliquely through the opposite end. One has been ground flat on one side but is otherwise intact, and one has been bored into from each end.

55. Two fragments of horn implements and two splintered bones, (one whittled) from kitchen midden, British Columbia. Jas. Johnson, Vancouver.

56. 2 bone awls, 5½ in and 2¾ in long. Dumfries Tp., near Galt. Jas. G. Caven, Toronto.

57. Almost cylindrical bones, 2 in. long and ⅜ in. diameter, rounded at both ends. Nottawasaga. Lougheed, col.

58. Bone, small, 3 in. long, cut at both ends, has one notch; perhaps a tally or record bone. Beverly.

59. Bone 3¼ in. long and from ½ in, to ¾ in. in diameter, cut at both ends. Either a bead or a tally bone. Beverly.

60. Five bone beads from 2 in. to 3⅜ in. long. Nottawasaga. Thos. White.

61 to 64. Four bone beads, respectively, 4¼, 2⅝, 2⅜ and 1 in. long. Y. P. col.

65. Deer-horn tip, cut at large end and ground at point, 5 in. long Y. P. col.

66. Cylindrical bone 3⅜ in. long, general diameter 5-16 in., rounded at both ends. From larger end two parallel lines have been scratched lengthwise 1½ inches between which are four diagonal crosses.

67. Horn tip 3⅜ in long, ends rounded, weathered. Y. P. col.

68. Horn tip 2 in. long, ends rounded. Y. P. col.

69. Cylindrical bone bead 3⅛ in. long and ½ in. diameter. Guelph Tp. Dr. Hugh G. Roberts.

70 to 72. Three bone beads respectively 3¼, 1⅜ and 1⅛ in. long. Beverly.

73. Oblong section of horn 2 in. long, smoothed on all sides and one end; other end broken off. Has four transverse slight cuts on outer side, as if marked for cutting off. Beverly. Dwyer col.

74. Tally bone 3 in. long, $\frac{3}{8}$ in. diameter, triangular at one end and rounded at the other. Has three rows of small notches on edges extending in line of angles. On each of two rows are twenty-nine cuts, and on the third twenty-eight. Beverley. Dwyer col.

75 to 80. Six bone beads about 1 in. long. Waterdown.

81. Heavy bone bead $3\frac{7}{8}$ in. long and $\frac{1}{2}$ in. by 1 in. diameter. Dumfries Tp.

82. Bone bead $2\frac{3}{8}$ in, long. Dumfries Tp.

83 to 85. Three bone beads, 3 in., $2\frac{3}{4}$ in. and $2\frac{1}{2}$ in. long. Sarnia Tp.

86. Bone 2 in. long and 1 in. diameter, cut off squarely at smaller end leaving small portion of detached section adhering. Larger end has eight notches deeply cut leaving the margin like saw teeth round the cavity. Beverly. Dwyer col. A doubtful specimen.

87. Tarsal deer-bone, rubbed down a little on one side, opposite has four cross-bars of a dark color as if burnt. Dumfries Tp.

88 Tarsal deer-bone, on one side ground flat exposing cavity at upper end. Opposite side ground in such a manner as to suggest a whistle. Dumfries Tp.

89. Portion of deer-horn, near base 3 in. long, marks of cutting at both ends. Beverly.

90. Tally-bone (?) $2\frac{1}{4}$ in long, triangular cross section; although slightly notched as in the case of those that seem to be records, this is somewhat dubious as the markings appear to be without any method or arrangement. Most of them also are on one of the flat sides and not along the ridges. Beverly. Dwyer co

91. Bone bead 1 in. long, with two small notches near the larger end. Beverly. Dwyer col.

92. Fragment of bone $1\frac{1}{8}$ in. long with serrated edge and two deeply cut lines lengthwise. Beverly. Dwyer col.

93. Tally-bone $2\frac{3}{4}$ in. long, with three rows of lightly cut notches, counting respectively twenty-one, fourteen and fourteen. Beverly. Dwyer col.

94. Bone needle or awl $5\frac{1}{4}$ in. long, both ends damaged. Nottawasaga Lougheed col.

95. Tally-bone $3\frac{3}{8}$ in. long, notched on two ridges, total number twenty-eight or twenty-nine. Beverly. Dwyer col.

96. Small piece of bone $\frac{5}{8}$ in long, split, cut and smoothed at each end. Nottawasaga. Lougheed col.

97-100. Four bone beads, $4\frac{5}{8}$, $4\frac{3}{8}$, $4\frac{1}{4}$ and $2\frac{3}{4}$ in. long.

101. $2\frac{1}{4}$ in. long and $\frac{3}{8}$ in. wide at widest part. Less than $\frac{1}{8}$ in. thick, lance-shaped with notches forming a neck $\frac{1}{4}$ inch from wide end.

102. Horn bead, $1\frac{3}{4}$ in. long. Ohio, U. S. Soc. of Nat. Hist. Cincinnati.

103. Bone bead, $1\frac{5}{8}$ in. long. " " " " "

104. Bone bead, $\frac{5}{8}$ in. long. " " " " "

105. Cylindrical bone, $1\frac{1}{2}$ in. long, ends rounded like No. 57. Ohio, U. S. Soc. of Nat. Hist., Cincinnati.

106. Tally-bone 4 in. long, almost round at smaller end and oval (one side depressed) at the other, average diameter $\frac{1}{2}$ in. $1\frac{5}{8}$ in. from the larger end

and extending towards middle are two rows of markings, numbering in each case twenty-eight.* Tidd's Island, R. St. Lawrence.

107. Deer-horn tip bored out, $2\frac{7}{8}$ in long. Ohio, U. S. Nat. Hist. Soc. of Cincinnati.

108. Horn chisel pointed, 5 in. long. Ohio. Nat. Hist. Soc. of Cincinnati.

109. Idem, point broken.

110. Splintered bones, ash-heap. Lake Medad.

111. Small bone chisel. Nottawasaga. David Melville.

112. Bone awl or needle 6 in. long. Nottawasaga. Wm. Melville.

CASE. J.

Shell.

1. Beads or wampum made from columellæ of pyrula perversa, probably. Beverly Tp. Dwyer col.

2. Four beads from $2\frac{1}{2}$ to 4 in. long and from $\frac{1}{4}$ in. to $\frac{1}{2}$ in. diameter, from columellæ of large shell, (species not identified) Beverly. Dwyer col.

3. Wampum (discs) from $\frac{1}{4}$ in. to $\frac{5}{8}$ in. diameter and averaging under $\frac{1}{8}$ in. thick. This large number was found in an ossuary in Beverly. Dwyer collection. Some of them (in one instance six) adhere face to face, showing that they had been carried or worn that way and not edge to edge as they are usually strung in collections.

4. Eight fragments of p. perversa, broken and cut in preparation for the making of wampum. Nottawasaga. Chas. Smith, Smithdale.

5. Six fragments of large shell partly cut in preparation for wampum. Nottawasaga. Lougheed col.

6. Two fragments, ditto. Beverly. Jas. Rae.

7. Two strips, ditto. Beverly. Dwyer col.

8. Three pieces. Two bored at margin and one about an inch long and $\frac{3}{8}$ inch wide, marked off into ten small squares.

9. Four fragments of p. perversa. Beverly Tp. Jas. Rae.

10. Fragment of large shell. Beverly. Dwyer col.

11. Two spiral shells from which the body whorls have been cut, leaving the columellæ bare. Through the anterior end of one a small hole has been bored Nottawasaga. Lougheed col.

12. Spiral shell, bored through the tip. Nottawasaga. Lougheed col.

13. Wampum, (disc and cylinder). Nottawasaga. Lougheed col.

14. Wampum (disc) Beverly. Dwyer col.

15. Wampum, one large disc, fully $\frac{3}{4}$ in. diameter and four cylinders from $\frac{1}{2}$ in. to 1 7/16 in. long. Nottawasaga. Lougheed col.

16. Wampum (discs) Baby Farm, York Tp. W. Kirkwood.

* The recurrence of 28 and the lesser multiples of 7 are suggestive of lunar computation of time. Compare Nos. 93 and 95. Even in No. 90 the markings count not more than thirty, but lack of order and precision makes the number uncertain.

17. Solid cylinder $\frac{1}{2}$ in. long and $\frac{3}{8}$ in. diameter. Beverly Tp. Dwyer col.

18. Triangular bead. Beverly. Dwyer col.

19. Bead, columellæ of p. perversa, with hole through middle of side to meet other hole from end. Beverly. Dwyer col.

20. Eight beads, cylindrical. Some of these are very beautifully made. Baby Farm, York Tp. W. Kirkwood.

21. Pendants (two). Beverly tp. Rae collection.

22. Half of circular ornament $\frac{7}{8}$ in. diameter and 3/16 in. thick, bored through edgewise and ornamented with dots round the margin as well as across. S.

23. Two triangular pieces of unio. Edges smoothed. Perforated near one angle.

24. Two long cylindrical beads and four small ditto. The latter probably of European manufacture. Beverly. Dwyer col.

25. Two beads (cylindrical). One $1\frac{1}{2}$ in. long and $\frac{1}{4}$ in. diameter is only bored a short distance from each end in the direction of its length, and holes are bored from the sides near the end to meet these. Beverly. Rae col.

26. Wampum (purple, nine pieces, discs). Nottawasaga. Lougheed collection.

27. Pendant, 2 inches long, $\frac{3}{8}$ inch diameter. Hole bored at one end and through corner. Nottawasaga. Lougheed col.

28. Two fragments of beads. Nottawasaga. Lougheed col.

29. Bead partly bored. Nottawasaga. Lougheed col.

30. String of columella beads. Y. P. col.

31. String of columella beads (small). Y. P. col.

32. String of wampum (disc). Y. P. col.

33. String of wampum (disc) Y. P. col.

34. String of wampum (disc). Y. P. col.

35. Unio valve, ossuary. Beverly. Dwyer col.

36. Three unio valves, ossuary. Ste. Marie. Simcoe County.

37. Large spatulate ornament, 8 in. long, 3 in. at widest and narrowing to rounded end about $1\frac{1}{4}$ in. across. Has two holes, one near middle and one near large end.

38. Ornament 2 in. long; half oval across short diameter. Hole bored near edge in middle of short side.

39. Circular ornament about $2\frac{3}{4}$ in. diameter. Has a $\frac{3}{8}$ inch hole near centre and two small holes $\frac{7}{8}$ in. apart, near edge.

40. Circular ornament $3\frac{3}{4}$ in. diameter, bored as in No. 39.

41. Half of ornament, originally larger than No. 40, bored in the same way as No. 39.

42. Fragment of ornament like Nos. 39 and 40.

43. Similar to Nos. 39 and 40. Stained green, with copper.

No. 37 to 43 inclusive form part of the contents of a grave opened on the east side of Blackfriar's Bridge, London, Ont., in 1849, by a Mr. John McDowell. M.

44. Gouge—Barbadoes, W. I., Toronto Nat. Hist. Soc.

45. Gouge—Barbadoes, W. I., Toronto Nat. Hist. Soc.

46. Two unio valves with large hole punched through centre of each. Cincinnati Nat. Hist. Soc.

47. Wampum ("cock-spur shells"). Pacific coast. D. H. Price.

48. Circular ornament, like No. 39 to 43, but without the middle hole. Norfolk county. S.

49. Four unio valves from ash-heap. Lake Medad.

50. Is much like No. 37, but shorter and broader. Three holes are bored across the widest part, about 1½ in. from the end. This is one of a few old gifts to the Institute but has no record.

51. Wampum (discs). Humberstone Tp. Mrs. Barney, sen.

52. Five pieces of black wampum (discs), two cylindrical and one serpentine bead. Y. P. col.

53. Wampum—unfinished specimen, incomplete rounding and boring. Beverly. Dwyer col.

54. Bead, 3½ in. long, side broken exposing hole. Nottawasaga. Lougheed col.

55. Bead (cylindrical). Near Sarnia. S.

CASE K.

Gouges.

1. 7½ in. long; width at mouth or edge, 1¾ in.; hollowed, 3¾ in.; tapers to rounded head about ⅜ in. in diameter, Limestone. Western Ontario.

2. 8¼ in. long; mouth, 2 in.; width in middle, 2⅜ in; at head 1¾ in.; thickness in middle, 1¼ in.; hollowed 4 in. Groove flared near lip. Sides sharply cut and narrowing rapidly towards top. York tp. James Kirkwood.

3. 7 in long; 2⅛ wide at mouth; scarcely any taper; 1¼ in. thick; hollowed 3 inches, slightly; head broken. Striped slate. Ancaster. William Forbes.

4. 10½ in. long; mouth rounded and 1⅜ in. wide; width in middle, 2 in., tapering to ¾ in. at head; hollowed 8 in. slightly. Edges of hollowed side from top to mouth comparatively straight. Opposite side sharply rounded transversely and much curved lengthwise; greatest thickness being 1¾ in., and tapering to ⅜ in. at head. Granitic. Victoria County.

5. 5⅜ in long; 1¼ in. wide, tapering slightly to head; hollowed, 2½ in.; sides flat; ⅝ in. thick. Erin Tp. R. McRae.

6. 6 in. long; width at mouth, 1⅞ in.; at head, 1¼ in.; hollowed, 2¾ in.; 1¼ in. thick. Upper side flat; lower rounded throughout. Granitic. Humberstone Tp. Cyrenius Bearss.

7. 3⅞ in long; width at mouth, 1⅞, tapering to rounded top about ⅝ in. diameter; hollowed, 2 in, slightly. Greatest thickness near head, ⅞ in. Granitic. Adjala Tp. Mr. Connor, Toronto.

8. 6¼ in. long; width at mouth, 1⅜ in.; at head, 1½ in.; hollowed, 3 in., as in No. 2. Greatest thickness, 1⅛ in. Compact greenstone. Near Lindsay.

9. 9 in. long; width at mouth, 2 in. No taper. Hollowed, 4 in. Head broken. Upper side flat, lower side rounded throughout. Blue slate. Victoria County. S.

10. 8¾ in. long; width at mouth, 1¾ in. Lip rounded, tapers to rounded head. Hollowed, 5 in. Greatest thickness, 1½ in. Dark limestone. Chinguacousy Tp.

11. 9½ in. long; width at mouth, 1¾ in. Tapers to rounded head. Hollowed 4 in. Sides flat, edges rounded. Greatest thickness, 1⅜ in. Victoria County. Jas. Dickson.

12. 6½ in. long; width at mouth, 1⅞. Tapers to ¾ in. Hollowed total length, deeply; the edges left along the sides of the groove being only about ⅛ in. wide. Pilkington Tp.

13. 8½ in. long; width at mouth, 2¼ in.; at head, 1½; hollowed, 3½, as in Nos. 2 and 8; greatest thickness, 1⅜. Buff colored material, resembling lithographic limestone. Near Belleville. S.

14. 7⅜ in. long; width at mouth, 1¾ in.; in the middle nearly 2 in. Tapers very slightly to rounded head. Hollowed, 3 in.; greatest thickness, 1½ in. Much weathered. Granitic. No locality. Y. P. col.

15. 6 in. long; width at mouth, 1⅞ in. Tapers to 1 in. at flattened head. Hollowed 3½ in. Granitic. Victoria County. Jas. Dickson.

16. 6½ in. long; width at mouth, 1¾ in. Tapers to 1¼ in. at flattened head. Upper side flat, lower side rounded except near head where it is flat, giving head a triangular look when viewed endwise. Hollowed 3½ in. Greatest thickness, 1¼ in. York Tp. Jas. Kirkwood.

17. 7¼ in. long, and 2¼ wide. Hollowed 3 in., slightly; other portions rounded. Blue slate. York Tp. Jas. Kirkwood.

18. 10 in. long; width at mouth, 2⅛ in., tapering to 1 in. at head. Hollowed from end to end, deeply; 1¼ in. at lip, and ¼ in. at head. Greatest thicknes, 1¾ in. Material like No. 13. Victoria County. S.

19. 4½ in. long; width at mouth, 1½ in., tapering gently to head. Hollowed 2¼ inches. Upper side flat, lower rounded. Head a little broken. Greatest thickness, ⅞ in. Granitic. Pilkington Tp.

20. 14 in. long; width at mouth, 1¾ in.; at head, 1¾ in.; hollowed, 5 in. Lower side and both edges flat for 4 in. at mouth end, the corners only being rounded to correspond with the groove; all remaining portion rounded. Limestone. No locality. John Hind.

21. 6 in. long; width at mouth, 2 in., tapering to 1 in. at head. Hollowed, 2 in. Thickness, 1 in. Schistose slate. Western Ontario. S.

22. 3½ in. long; width at mouth, 2 in.; at head, 1¼. Hollowed slightly from end to end. Granitic. Pickering Tp. G. Welborne.

23. 3½ in. long; width at mouth, 1⅝, tapers to rough head about 1 in. across. Hollowed slightly, 1½ in. Lower side ridged. Gneiss. Pike's Farm, Wolfe Island.

24. 3¼ in. long; width at mouth 1 in., tapers to ½ in. at head. Hollowed deeply the whole length. Greatest thickness, ½ inch. Port Perry. S.

25. 3¼ in. long; width at mouth, 1⅛ in. Hollowed 2 in., as in Nos. 2, 8 and 13. Thickness, ½ in. No locality. S.

26. 5 in. long; width at mouth 2 in. Tapers (with slight depression on each side mid-way) to rounded head 1¼ in. Can barely be called a gouge

as the hollow is scarcely $\frac{1}{8}$ in. deep, and extends but a short distance from the lip. Upper side flat, lower round and curved lengthwise. West Middlesex. M.

27. $7\frac{3}{4}$ in. long; width at mouth $2\frac{1}{2}$ in. Tapers with slightly convex sides to rounded head about $1\frac{1}{4}$ in dia. Hollowed only about 1/16 in. at lip, and only $\frac{3}{4}$ inch at back. Upper side flat, lower round. Granite. West Middlesex M.

28. $7\frac{3}{4}$ in. long; width at mouth $1\frac{1}{2}$ in. A litle wider in middle. Head 1 in. dia. Hollowed slightly, $2\frac{1}{2}$ in. from lip, upper side flat, lower rounded and much curved lengthwise. No locality. Y. P. col.

29. $8\frac{1}{4}$ in. long; width at mouth $1\frac{7}{8}$ in. Tapers to 1 in. Well rounded head. Hollowed $3\frac{1}{4}$ in. deeply. Upper side slightly rounded, lower side very much. Immediately behind groove, but on the under side a transverse groove has been cut for handle attachment. Granite. McGillivray Township. M.

30. $6\frac{1}{4}$ in. long; width at mouth $1\frac{3}{4}$ in. Tapers to $\frac{5}{8}$ in. at rounded head. Hollowed slightly for $2\frac{1}{2}$ in. Upper side flat. Granite. West Middlesex. M.

31. $6\frac{3}{4}$ in. long; width at mouth $1\frac{5}{8}$ in. Sides convex. Head $1\frac{3}{8}$ in. Hollowed slightly $1\frac{1}{2}$ inches from lip. Upper side flat. Granite. West Middlesex. M.

32. 6 in. long; width at mouth $2\frac{1}{8}$ in. Tapers to rounded head 1 inch. Hollowed deeply $2\frac{1}{2}$ in. Upper side flat. Head rounded. McGillivray Township. M.

33. $4\frac{1}{2}$ in. long; width at mouth $1\frac{3}{4}$ in. Tapers to rough head $1\frac{1}{4}$ in. Hollowed from end to end deeply. Serpentine. No locality S.

34. $5\frac{1}{2}$ in. long; width at mouth $1\frac{3}{4}$ in. Tapers rapidly to $\frac{3}{4}$ in. at broken head. Hollowed from end to end deeply. Thickness $1\frac{3}{4}$ in. in middle. Lower side has two sharply cut notches as if for binding to a handle. These are $\frac{5}{8}$ in. apart, the lower one being $3\frac{1}{8}$ in. from lip. They extend only half way round. Brookfield, Mo. Dr. Rear, Toronto.

35. 4 in. long; width at mouth $1\frac{5}{8}$ in. Tapers to $\frac{1}{2}$ in. at smoothly rounded head. Hollowed from end to end. 1 in. thick. Addington County. Dr. T. W. Beeman, Perth. (O. L.)

36. $5\frac{1}{8}$ in. long; width at mouth $1\frac{1}{2}$ in. expanding for remainder of length to $1\frac{7}{8}$ in. Hollowed $2\frac{1}{8}$ in. Thickness $\frac{1}{2}$ in. Head rough. Lanark County Dr. T. W. Beeman, Perth. (O. L.)

37. $6\frac{1}{4}$ in, long; width of mouth (which is rounded) $1\frac{7}{8}$ in. Hollowed very slightly nearly the full length. West Middlesex. M.

38. $5\frac{7}{8}$ in. long; width of mouth $1\frac{7}{8}$ in., expands slightly and tapers to $1\frac{1}{2}$ in. at head. Hollowed $2\frac{5}{8}$ in. Upper and lower sides flat, with corners chamfered. Thickness 1 in. Argillite. Humberstone Tp. Gustav Utz.

39. $8\frac{1}{2}$ in. long; width at mouth $1\frac{1}{2}$ in., enlarges behind to $1\frac{7}{8}$ in. Tapers to rough head 1 in. Hollowed $3\frac{1}{2}$ in. Sherbrooke Tp. Dr. T. W. Beeman, Perth. (O. L.)

CASE L.

Stone Pipes.

1. Nottawasaga Tp. Lougheed col.
2. Nottawasaga Tp. Wm. Smith, Toronto.
3. Nottawasaga Tp. Herbert Connor.

4. Orillia. S. G. Plunkett, Toronto.
5. Albion Tp. S.
6. Eglinton, York Tp. Y. P. col.
7. Eglinton, York Tp. Y. P. col.
8. Sault Ste Marie. Y. P. col.
9. Eglinton, York Tp. Y. P. col.
10. Eglinton, York Tp. Y. P. col.
11. Eglinton, York Tp. Y. P. col.
12. Eglinton, Y. Tp. York P. col.
13. Victoria Co. S.
14. Nottawasaga Tp. Lougheed col.
15. Nottawasaga Tp. Lougheed col.
16. Kent Co. Y. P. col.
17. Nottawasaga Tp. Lougheed col.
18. Probably modern North-west. Y. P. col.
19. Newmarket. Stew. col.
20. Burlington Beach. Y. P. col.
21. Nottawasaga Tp. Lougheed col.
22. Nottawasaga. Lougheed col.
23. Forest. S.
24. Near Milton. Finlay McCallum.
25. Victoria Co. Dickson col.
26. Modern North-West. Y. P. col.
27. Markham. S.
28. Nottawasaga Tp. Catlinite. Ed. Beecroft.
29. Modern Northwest. Catlinite. Y. P. col.
30. Victoria Co. Dickson col.
31. Beverly Tp. A. McKnight.
32. Nottawasaga Tp. Lougheed col.
33. York Tp. Y. P. col.
34. Nottawasaga Tp. Lougheed col.
35. Tremont Park, Tidd's Island. C. A. See.
36. Plympton. S.
37. Nottawasaga Tp. Lougheed col.
38. Pembina. Manitoba. S.
39. Nottawasaga Tp. Ed. Coyle.
40. Kincardine. M.
41. Ste. Marie, Simcoe Co.
42. Stem catlinite modern North-west. York P. col.
43. West William Tp. M.
44. Wiarton. M.

45. Nottawasaga Tp. Dugald Currie.
46. London Tp. M.
47. Wiarton. M.
48. Nottawasaga Tp. Lougheed col.
49. York Tp. Y. P. col.
50. Lake Moira, near Madoc. Mr. Moon.
51. Richmond Hill. Alex. and Arthur Boyle.
52. Miami valley. C. J. B. Ratjen, Lawrenceburg, Ind.
53. York Co. Y. P. col.
54. Simcoe Town. S.
55. Boone Co., Kentucky U. S.
56. Pittsburg Tp. Frontenac Co. W. G. Kidd, Kingston,
57. Nottawasaga Tp. Mr. Duff.
58. Nottawasaga Tp. Herbert Connor.
59. London Tp. M.
60. Grand Bend, Sable River. M.
61. McGillivray Tp. M.
62. Bay of Quinte, (pewter or lead). Dr. T. W. Beeman (O. L.)
63. Qu'Appelle R. Valley, N, W. T. Jas. C. Stokes.
64. Dakota, U. S. (catlinite) Dr. Rear.
65. Eglinton, Y. Tp. Y. P. col.
66. Lake Medad, ("white stone.") Y. P. col.
67. Burlington Beach. Y. P. col.
68. Pacific Coast, Brit. Columbia. Y. P. col.
69. Blood Indian (modern) Rev. John McLean.
70. Modern. " "

CASE M.

Mainly of Slate.

Bird Amulets.

1. $5\frac{3}{4}$ in. long and $\frac{3}{4}$ in. across middle of base, neck $2\frac{1}{8}$ in. long and only $\frac{3}{8}$ in. (at crown of head) above level of back. The attempt to represent a head is very simple, the neck being sloped off at about 45° a slight downward curve on the under side adding to beak appearance. Tail at widest part $1\frac{1}{8}$ in. erected at angle and stands $\frac{3}{8}$ in. higher than back, length of base 3 in., slightly hollowed lengthwise and a little rounded transversely. Aurora, York Co. S.

2. $3\frac{1}{4}$ in. long and $\frac{5}{8}$ in. across middle of base, which is 2 in. long, neck erect, crown of head $1\frac{1}{4}$ in. above base, head $1\frac{5}{8}$ in. long, beak from $\frac{5}{8}$ in. deep in front

of eyes, to $\frac{1}{4}$ at end. Peduncled eyes, only part of one now left, tail erect and $1\frac{3}{8}$ inches long from base. Base very slightly hollowed lengthwise, otherwise flat. No locality. S.

3. 3 in. long, head and tail erected at about 45°; from crown to tip of beak 1 in. Peduncled eyes $\frac{3}{4}$ in. in diameter the upper portion of them rising $\frac{1}{4}$ in. above crown of head. Bar across base at each end and projecting about 3/16 below base. Thorndale, Perth Co. S.

4. $3\frac{1}{8}$ in. long, neck erect, sharp curve forming crown of head and continuation of curve forming beak. Lower curve more circular. width of head from crown to neck 1 in. Base $1\frac{7}{8}$ in. long, $\frac{1}{2}$ in. wide and convex both ways. S.

5. $4\frac{1}{2}$ in. long, neck erect, crown of head $1\frac{7}{8}$ in. above base. Head formed as in No. 4. No tail. The original hole through rear end having been broken out, a new one has been bored coming out on the top. Base $2\frac{3}{4}$ in. long and $\frac{3}{4}$ wide, slightly convex in both directions. York Tp. (?)

[This handsome specimen was presented to the museum about three years ago. It was handed in by the gentleman who owned it, but unfortunately the record of its reception has been lost. Should the owner recognize it by the above description, or by seeing it in the case, he will confer a favor by addressing the curator.]

6. 3 5-16 in. long, the outline is similar to that of No. 4. Base $1\frac{3}{4}$ in. long and $\frac{5}{8}$ in. wide; convex in both directions. S.

7. $4\frac{5}{8}$ in. long. Head and tail on line with back, except for slight depressions to form neck and flatten tail. Base $1\frac{5}{8}$ in. long with heavy transverse bar at each end. From front bar to tip of beak is $1\frac{7}{8}$ in. and from rear bar to end of tail $1\frac{1}{8}$ in. The tail is $1\frac{5}{8}$ in. wide. At the shoulders the specimen is $1\frac{1}{4}$ in. wide whence it narrows rapidly to tip of beak. Brantford. S.

8. 3 5/16 in. long, neck and head raised a little, tail depressed and pointed. Base 2 in. long, $1\frac{5}{8}$ in. wide and barred. It is quite impossible to write an intelligible description of this singular specimen. The eyes project but have no disc. They stand out 3-16 in. from the head and terminate in a rounded end, less than $\frac{1}{8}$ in. diameter. The material is huronite. Port Rowan. S.

9. $4\frac{3}{8}$ in. long, neck and tail almost at right angles to body. Base $2\frac{1}{4}$ in. long and $\frac{5}{8}$ in. wide. Tail $1\frac{3}{8}$ wide and $1\frac{5}{8}$ in. from base to end. The head from crown to point of beak is 2 in. and is at right angle to neck, tapering from $\frac{1}{2}$ in. to 3/16. Biddulph Tp., Middlesex. M.

10. $5\frac{3}{4}$ in. long, neck and tail erect and rising $\frac{1}{2}$ in. above back. Breast forms nearly a right angle with base. Tail more oblique with a central rib in continuation of sharp ridge forming the whole upper outline. Head from breast to point of back $2\frac{1}{4}$ in. Tail from base $1\frac{1}{8}$ in. Base 3 in. long and $\frac{5}{8}$ in. wide, concave lengthwise and concave across. Brown and purple veined argillite. London Tp., Middlesex Co. M.

11. $5\frac{1}{2}$ in. long, neck rises high. Crown of head $2\frac{3}{8}$ in. above base. Head from curve of throat to point of beak 1 in. long. Tail from base $1\frac{3}{8}$ in. and same width as body. Base $3\frac{1}{8}$ in. long and 13/16 in. wide, slightly convex in both directions. McGillivray Tp., Middlesex Co. M.

12. $3\frac{5}{8}$ in. long, head above base $1\frac{3}{8}$ in. Tail above base 1 in. and ribbed. Base $2\frac{1}{2}$ in. long and 9/16 in. wide, convex in both directions. Stephen Tp., Middlesex Co. M.

13. $4\frac{1}{4}$ in. long. Head rises $1\frac{5}{8}$ in. above base. Tail broken. Base $2\frac{1}{4}$ in. long and 13/16 in. wide, convex and twisted a little lengthwise—slightly convex across. West Williams, Middlesex Co. M.

14. 5⅛ in. long. Head and neck almost on level with back, the two measuring 1½ in. from shoulder. Tail rises 1⅜ in. above base and of same width as body. Base 3¼ in. long and 1 in. wide. Front hole in base broken and no hole at rear angle. Base slightly convex both ways. McGillivray Tp., Middlesex Co. M.

15. 3¾ in. long, broken off at tail end. Form of head similar to Nos. 5 and 6. Pale pink granite. City of London, Middlesex Co. M.

16. This specimen is in many respects of the same unusual type as No. 8, but its condition is less perfect, both head and tail being damaged. The head fracture has been rubbed down pretty smoothly and the angularities of the tail fracture have been rounded off. All that remains of the left eye indicates pedimculation but the disc is broken off. The body oval in outline, being 2 in. long and 1½ in. wide. The thickness of the body from upper to lower side is only about half an inch. The material is the striped slate of which so many are made. East Williams, Middlesex Co. M.

16½. 3¾ in long. Neck elevated, head horizontal, eyes peduncled; one broken; tail almost horizontal and depressed marginally near body. Base 1⅜ in. long 1⅛ in. wide and barred. McGillivray Tp., Middlesex Co. M.

17. 2⅛ in. long. Neck almost at right angles to body, head horizontal and crown 1¾ in. above base. Head from centre of crown ⅞ in. and from throat ⅝ in. long. Eyes peduncled, discs about 7/16 in. diameter. Tail rises only a little above horizontal. Base 1¾ in. long, 1 1/16 in. wide and barred. This specimen seems to be in an unfinished condition as the holes have not been bored through the bars. The two extremities of the front hole have merely been marked. Huronite. West Williams Tp., Middlesex Co. M.

18. 6¼ in. long. Neck rises with a gentle curve, beginning within 1 in. of tail Height of crown from base 1½ in. Head 1¼ in. long, points downwards at angle corresponding to rise of neck, it is 9/16 in. wide, about 3/16 in. thick, square pointed and edge up. Eyes peduncled and projecting about ⅜ in., discs about ½ in. diameter. Base 3½ in. long and varying in. width from 9/16 in. in front to ⅞ in behind. Tail rises at sharp angle 1¼ in above base and is ⅞ in. wide. This specimen is perfect in every respect and is admirably made. West Williams Tp. M.

19. 2¾ in. long. Crown of head same height as tail. Tail erect almost at right angle. Base 1⅜ in. long, and ¾ in. wide. Convex both ways. W. Muma, Humberstone Tp.

20. 2⅞ in. long, Neck in line with back and head pointing downwards. Crown surmounted with oval projection 7-16 in. long and 3-16 wide. Tail only a slight upward curve of back line about ⅛ in. high. Base 1½ in long and ⅝ in. wide, convex in both directions.

21. Tail fragment. McGillivray Tp. M.

22. Head and neck of bird-amulet. Peduncled eyes. One broken off. Upper edge of whole piece notched. A hole has been drilled through the neck end for secondary rise. S.

Unless where otherwise noted, all these are of striped slate, and are bored diagonally on each end at the under side.

25. 2⅜ in. long, 1 7/16 in. wide, and ⅞ in. thick in middle, decreasing at end to ¼ in. thick. Hole bored edgewise and oval, the longer diameter being on one side ¾ in., and on the other ⅝ in. The specimen is hammer shaped, but shows no signs of use on ends. All the edges are square. Slate, faintly striped. Ontario. S.

26. 3½ in. long, 1⅝ in. wide, and ⅞ in. thick. Ovate sidewise and edgewise. Bored One end broken. S.

27. 2⅜ in. long, 1 in. wide and 1 in. deep. Port Rowan. S.

28. 2 in. long, 1 11/16 in. wide and 1 in. thick. Oval; flattened at each end. Hole 7/16 in. diameter at one end, and ⅜ at the other, bored lengthwise. Edges of specimen rounded, and one of them bearing nineteen notches crosswise, from ⅛ to ¼ in. long. Striped slate. Western Ontario. S.

29. 1⅞ in. diameter, and 1½ in. thick, viewed from side it is perfectly circular. A hole ⅜ in. in diameter is bored through the longer axis. On one side and parallel with the hole a hollow has been formed, the greatest width of which is fully one inch. Striped slate. West Williams Tp. M.

30. 6⅜ in. long, 1½ in. wide, and 1⅛ in. thick in middle, ending in a blunt point at the extremities. All the sides are rounded smoothly, and a 7/16 in. hole is bored through greater diameter of middle. Striped slate, brown. Wingham. S. (Perfectly symmetrical in every respect.)

31. 4⅜ in. long, 1⅛ in. wide, and ⅞ in. thick. Finely rounded on all sides, and pointed at each end. A ⅜ in. hole bored through middle. This specimen is similar in shape to No. 30, but one side is less curved than the opposite. Striped slate. Norfolk Co.

32. 3⅝ in. long, 1¼ in. wide, and ⅞ in. thick, tapering to point at each end. Hole ¼ in. diameter, bored through shorter diameter of middle. Brown striped and mottled slate. Caradoc Township. M.

Winged and Horned Specimens.

33. 5 in. long across tips of curved horns which are knobbed at ends, 1⅛ in. deep in middle through which a ⅜ in. hole is bored. Not quite symmetrical. Slate; weathered. Plympton Tp. S.

34. 6¾ in. from tip to tip of horns, which are terminated in handsome oval knobs. Depth in middle 1⅜ in. Hole 7/16 in. diameter. Same type as No. 33, but smoothly finished and perfect in symmetry. Zone Tp. S.

35. 5⅜ in. from tip to tip of wings, which are flattened in line with the hole, nearly 7/16 in. in diameter in middle, which is ⅞ in. deep. The wings are curved to one side ⅜ in. beyond the centre, and on the opposite side are two projections, each about ⅞ in. from centre of hole, and extending fully the same distance beyond the body in the centre. One wing is a little longer and more pointed than the other. Light gray slate. Lake shore, Norfolk Co. S.

36. 6⅛ in. across horns, which terminate in oval knobs sharply ridged on outer surface. Depth in middle 1⅛ in. Dark striped slate. Specimen closely resembles No. 34, but has been broken across the hole and cemented. Highly finished. Forest. S.

37. 5⅞ in. across wings, which are flattened in line with hole through the middle, which is 1⅜ in. deep. The wings are about 1¾ in. wide at the broadest part, and not more than ⅜ in. thick where they join the central portion, which is flat sided and rises with sharply marked shoulders above the sides of the wings. The thickness of the central portion is less than an inch, and the hole is ⅝ in. in diameter on one side, and slightly less on the other. Brown argillite. Wingham. S.

38. 3¼ in. long, and 2½ in. wide, irregularly quadrangular. Wings full breadth —ends have been broken off and rubbed down again. This has been effected by

some one recently, as the rubbing has been done to produce a sharp edge. A squarely cut notch ½ in. deep and the same width is made on one side where the hole comes out. Hole ⅜ in. diameter at this end, and ½ in. diameter at the other. Striped slate. Port Perry. S.

39. 3¼ in. long, and 3 in. wide. One wing much damaged. Notched in middle at extremities of hole, which is about ⅜ in. diameter. One notch ¾ in. deep, and one 1 in. deep. Specimen has been broken across hole and cemented. Slate. S.

40. 4¼ by 4¼ in. Each wing forms half of a six sided figure. Notches in middle between wings 1½ inch deep. The hole has been bored through the entire width before the notches were made. Has been broken and cemented. One side of eye lost. One side of each wing injured. Wings less than ¼ in. thick. Brown slate. Y. P. col.

41. 4½ in. long, and 3 3/16 in. wide. Outline approximately oval. Hole ⅜ in. diameter. One notch ⅞ in. deep, and one ⅝ in. deep. Notches made after boring. Wings near middle about ½ in. thick. Striped slate. Blanshard Township. M.

50. 3⅞ in. long, 3⅛ in. wide. Has been almost circular in outline when perfect. One wing broken. Notches between wings about ⅝ in. deep, and as they are ⅝ in. wide, the hole being only ⅜ in. diameter, it is not possible to tell whether they were made before or after the boring. Striped slate. Mound in Perry Co., Ohio.

43. 4⅝ inch long, and 2½ in. wide. Approximately oval in outline. Wings ⅜ in. thick near middle. No notches. Hole 7/16 in. diameter at one side, and a little over 5/16 at the other. Striped slate. McGillivray Tp. M.

44. 5¼ in. long, and 1⅞ in. wide. Outline a long oval, somewhat pointed at the ends. Hole ⅜ in. diameter. One side weathered. Brown striped slate tinged with blue. East Williams Tp. M.

45. 3½ in. long, and 2⅛ in. wide. Outline oval. Hole 3-16 in. diameter. Notches ⅝ in. deep and made after boring. At point of one wing a circular depression 7/16 in. long and ⅛ in. deep has been made. McGillivray Tp. M.

46. 3⅜ in. long, and 1⅝ in. wide. Hole 5/16 in. diameter. Two half round depressions less than ¼ in. deep take the place of notches. Wings thick in proportion to size. Ends chipped as if used for hammering. Dark striped slate. McGillivray Tp. M.

47. 4½ in. long, and 1½ in. wide. Butterfly outline. Hole on more rounded side ½ in. diameter; on the other under ⅜ in. diameter. Striped slate. East Williams Tp.

48. 5¼ in. long, and 2¼ in. wide. Outline a pointed oval. Hole ⅜ in. diameter at one end, and ½ in. nearly at the other. No notches. Striped slate. West Williams Tp. M.

49. 4⅝ in. long, and 3 in. wide. One wing is nearly an inch shorter than the other, and has been re-worked. Hole ⅜ in. diameter. Only one side notched 1⅜ in. deep. Striped slate. Biddulph Tp. M.

51. 2¼ in. long, and 1¾ in. wide. Wings triangular. Point of one broken. Hole about ⅜ in. diameter, and walls very thin. Notches ⅝ in. deep. A sharp ridge rises on the sides of the hole, and in line with it, making diameter across centre ⅞ in. This is the smallest specimen of its kind in the collection. Striped slate. Vaughan Tp. Dr. Orr, Maple.

52. In outline like a pipe, but the hole (which is oval) pierces the "head" in line with the "stem." Upper edge of what may be called stem slightly grooved in continuation of curve made by lower side of hole. Stem 2½ in. long. Upper side ⅝ in. wide at angle and tapering to ⅛ in. at point. Lower side brought to a rounded edge. Head 2⅛ in. deep, ¾ in. thick, and 1¼ in. wide in direction of stem. Hole 11-16 by 5-16 in. diameter. Brown striped slate. No locality. S.

55. Fragment of a peculiar specimen, having apparently had two large and two small incurved wings. S.

56. Fragment of horned specimen. The horn rises in a curve almost in line with the hole. Simcoe Town. S.

57. One half of specimen like No. 30. Caradoc Tp. M.

59. One half of specimen similar to No. 57. M.

Tubes.

62. 3½x1⅜x1 in. Striped slate. Forest. S.

63. 2⅞x1¼x1 in. Striped slate. Norfolk Co. S.

64. 2⅝x1¾x1⅛ in. Slate. Norfolk. S.

65. 5¾ in. long, and 1⅜ in. diameter, perfectly round. Hole ¾ in. dia. This is a fragment of what is said to have been a tube at one time upwards of a foot in length. The material appears to be a fine close-grained limestone, resembling somewhat German lithographic stone, but darker. It takes a good polish. Mr. Galbraith, the gentleman who handed it in, said he remembered seeing it when whole. Unfortunately the record of its locality has been lost. Perhaps this notice will meet the gentleman's eye.

66. 6¾x1¼x1 1-16 in. Hole ⅜ in diameter at one end and 5-16 at the other. Sides rounded. Cross section oval. Slate. Beverly Township. Miss Jessie Robertson, Valens.

67. 7⅝ in. long. Almost round and tapering slightly from ⅞ in. to ¾ in. diameter. Hole ½ in. diameter at larger end, and ⅜ at the other. Slate. S.

68. 4 in. long, and 1⅛ in. dia. at larger end, tapering to an oval of 1 in. x13-16 in. at the other end. Hole is flared at large end to nearly full dia. of tube. At small end it is also somewhat enlarged, being ½ in. dia. at the tip, and barely ⅜ in., half an inch in. The material is much like that of No. 65, but lighter in color. Wolfe Island.

69. 8½ in. long, 1⅛ in. dia. Almost perfectly round. One end slightly larger than main body, measuring nearly 1¼ in. Hole as in No. 68. Material similar, but darker in color, darker even than No. 65.

70. 3¾ in. long, ¾ in. dia. Broken. Slate. West Williams Tp. M.

71. 4½ in. long, 1 in. x 1⅜ in. dia. in middle. Sides rounded and tapering with convexity to about ⅝ in. dia. at smaller end which is broken. Hole decreases from ⅝ to ⅜ in. Striped slate. McGillivray Tp. M.

72. 5 in. long, and ¾ in. dia. Two sides flattened and two rounded. Striped slate. McGillivray Tp. M.

73. 4 in. long, and 1½ in. wide. Longitudinal fragment; shows side of hole. McGillivray Tp. M.

Bar Amulets.

20. 3⅜ in. long, 1¼ in. wide, and 1¼ deep. Cross section triangular. Bosanquet Tp. M.

21. 3¼ in long. Base 9/16 in. wide, depth ⅛ in. Boring of holes at each end incomplete. Scotland Village. S.

22. 3 in. long. Base nearly ¾ in. wide. Depth ⅞ in. Both ends fractured on upper side. St. Mary's. S.

23. 3¾ in. long ,nearly 1⅛ in. wide, and ¾ in. deep. Cross section semi-circular. West Williams Tp. M.

53. 3 in, long, ¾ in. wide, and ⅞ in. deep. Higher in middle than at ends; ends collared. No locality. Y. P. col.

24. 4¾ in. long, ¾ in. wide at ends, less in middle. ½ in. deep. McGillivray Tp. M.

74. 4⅝ in. long. Greatest dia. 1⅝ in. Hole ¾ in. dia., bored 1⅜ deep as if intended for a tube. Smaller end only about 1 in. diameter. Striped slate. West Williams Tp. M.

75. 4⅜ in. long, 1⅜ in. wide, and 1 in. thick. Sides rounded. Smaller at each end than in the middle. Striped slate. London Tp. M.

76. 3¼ in. long, and about ⅞ in. dia. Broken at each end, Sides slightly rounded. Hole shows longitudinal markings deeply cut. Striped slate. Blanshard Tp. M.

77. 3¾ in. long, 1⅜ in. wide. One side splintered but leaving hole intact. Sides rounded. Striped slate Biddulph Tp. M.

84. Fragment of object like No. 52. This specimen is less in size than No. 52. but has been much more handsomely made. Striped slate. Biddulph Tp. M.

85. 6¼ in. long, fully 1 in. wide, and ¾ in. thick. Viewed from the edge it tapers to a point at each end. Viewed from the side the two edges are almost parallel. The ends are slightly hollowed, but the sides are perfectly flat. A ⅜ in. hole pierces it edgewise in the middle. Under side weathered, but on the whole a beautiful specimen. Western Ontario. S.

86. Similar in almost every particular to No. 85. except that the ends are more deeply hollowed. Perth Co. P. R. Jarvis.

CASE N.

Gorgets or Tablets—Two or More Holes.

The specimens in cases N and O are, almost without exception, made from slate. They vary very much both in size and shape. They appear to be considerably more plentiful in the western than in the eastern portion of the province. In many instances it is easy to believe that these were worn as gorgets or breast-plates, but in other specimens, especially some of those in case N, the number and position of the holes would seem to indicate a different use. One tablet has had as many as seven holes bored through it, some of them close to the edges and now partly broken off, others near the middle, and all apparently without any regularity.

1. St. Thomas. S.
2. Fingal. S.
3. No record. S.
4. Sarnia Tp. S.
5. Galt. S.
6. Orillia. S.
7. No record. S.
8. Caradoc Tp. S.
9. Near Stratford. S.
10. No record. York P. col.
11. St. Mary's. S.
12. No record. S.
13. Near Norwich. S.
14. Exeter. S.
15. London Tp. S.
16. Pilkington Tp.
17. Plympton Tp. S.
18. No record. S.
19. Eramosa Tp.
20. Owen Sound. S.
21. No record. S.
22. No record. S.
23. No record. S.
24. No record. S.
25. West Williams Tp. M.
26. McGillivray Tp. M.
27. McGillivray Tp. M.
28. West Williams Tp. M.
29. Thedford Tp. M.
30. West Williams Tp. M.
31. McGillivray Tp. M.
32. West Williams Tp. M.
33. West Williams Tp. M.
34. McGillivray Tp. M.
35. West Williams Tp. M.
36. West Williams Tp. M.
37. McGillivray Tp. M.
38. West Williams Tp. M.
39. McGillivray Tp. M.
40. Caradoc Tp. M.
41. Biddulph Tp. M.

42. Middlesex Co. M.
43. McGillivray Tp. M.
44. Biddulph Tp. M.
45. East Williams Tp. M.
46. Biddulph Tp. M.
47. West Williams Tp. M.
48. West Williams Tp. M.
49. McGillivray Tp. M.
50. Middlesex Co. M.
51. McGillivray Tp. M.
52. Near Lindsay. S,
53. Near Lindsay. S.
54. St. Thomas. S.
55. McGillivray Tp. M.
56. Hamilton Co. O., W. K. Moorehead.
57. Stephen Tp. M.
58. No record. S.
59. No record. S.
60. No record. S.
61. No record. Y. P. col.
62. Wolfe Island, R. St. Lawrence.
63. Biddulph Tp. M.
64. No record.
65. Miami Valley, O., C. J. B. Ratjen.
66. Miami Valley, O., C. J. B. Ratjen.
67. Miami Valley, O., C. J. B. Ratjen.
68. Miami Valley, O., C. J. B. Ratjen.
69. Lee Co. Va., Ky., Geol. Sur., Frankfort.

CASE O.

Gorgets or Tablets—One Hole.

1. Western Ontario. S.
2. Western Ontario. Notched at one end. S.
3. Imly City, Mich., U. S. S.
4. Western Ontario. S.
5. Jarvis, Norfolk Co. S.
6. Western Ontario. S.
7. Western Ontario. S.
8. Tremont Park, Tidd's Island. C. A. See.

9. Tremont Park, Tidd's Island. C. A. See.
10. Near Cobourg. S.
11. Western Ontario. S.
12. Moore Tp. S.
13. Exeter. S.
14. Near Galt. S.
15. Western Ontario. S.
16. Guelph Tp.
17. York Tp. Y. P. col.
18. Western Ontario. S.
19. Western Ontario. S.
20. No record. Y. P. col.
21. Western Ontario. S.
22. Forest. S.
23. Western Ontario. S.
24. McGillivray Tp. M.
25. Biddulph Tp. M.
26. McGillivray Tp. M.
27. London City. M.
28. West Williams. M.
29. West Williams. M.
30. McGillivray Tp. M.
31. Biddulph Tp. M.
32. Caradoc Tp. M.
33. McGillivray Tp. M.
34. Bosanquet Tp. M.
35. West Williams Tp. M.
36. West Williams Tp. M.
37. Middlesex Co. M.
38. McGillivray Tp. M.
39. McGillivray Tp. M.
40. McGillivray Tp. M.
41. McGillivray Tp. M.
42. Biddulph Tp. M.
43. McGillivray Tp. M.
44. Caradoc Tp. M.
45. Blanshard Tp. M.
46. West Williams Tp. M.
47. McGillivray Tp. M.
48. Biddulph Tp. M.
49. Stephen Tp. M.

50. West Williams Tp. M.
51. Humberstone Tp. Wilson.
52. Weston, Ontario. S.
53. Weston, Ontario. S.
54. Weston, Ontario. S.
55. Tremont Park, Tidd's Island. C. A. See.
56. Tremont Park, Tidd's Island. C. A. See.
57. Weston, Ontario. S.
58. Wolfe Island.
59. Wolfe Island.
60. Victoria Co. Dickson col.
61. Wolfe Island.
62. McGillivray Tp. M.
63. No record.
64. Caradoc Tp. M.
65. Nottawasaga. Lougheed col.
66. Miami Valley. Dr. Craig, Lawrenceburg, Ind.

CASE P.

Copper and Hematite.

Hematites.

1. $2\frac{1}{4} \times 1\frac{1}{8}$. Hartford city, Mason Co., West Virginia. W. K. Moorehead.
2. $3\frac{1}{8} \times 2\frac{1}{8}$. Locust Creek, Linn Co., Mo. Dr. Rear, Toronto.
3. $2\frac{5}{8} \times 1\frac{5}{8}$. Brookfield, Mo. Dr. Rear.
4. Brookfield, Mo. Dr. Rear.
5. Linn Co., Mo. Dr. Rear.
6. Sinker or plummet $1\frac{1}{4} \times \frac{5}{8}$ in. Near Columbus, O., C. D. Pettibone, Cincinnati, O.

Native Copper.

1. Chisel with socket for handles. Total length $4\frac{3}{8}$ in. Width at lip $1\frac{3}{4}$ in. Manitoulin Island. Mr. Yellowlees.

2. Axe $4\frac{1}{2}$ in. long, $2\frac{1}{4}$ in. wide at lip, and tapering to $1\frac{1}{2}$ in. at head. Greatest thickness about $\frac{3}{8}$ in. Brantford. S.

3. Axe or chisel 4 in. long, $2\frac{3}{4}$ in. wide at lip, and tapering to $\frac{5}{8}$ in. at head. Greatest thickness 5/16 in. Tremont Park, Tidd's Island, Gananoque. C. A. See.

3. Axe or chisel, 6 in. long, $1\frac{1}{4}$ in. wide at lip, and tapering with convex sides to $\frac{3}{8}$ in. at head. Greatest thickness $\frac{1}{4}$ in. Beverly. J. Humphrey, Troy.

5. Spear-head $6\frac{1}{2}$ in. long, 1 in. at widest, and about 5/16 in. thick in middle. Has tine for insertion in handle.

6. Spear-head, 7⅛ in. long, and 1⅝ in at widest, with tine 2 in. long. Greatest thickness of blade 3/16 in. Brantford. S.

7. Spear-head, or knife, 4 in. long. Widest part of blade 1 1/16 in. Greatest thickness ⅛ in. Has a neck for attachment to handle. Neck ½ in. long with a projection at each lower angle to aid in holding place in shaft. Rice Lake. S.

8. Spear-head with socket. Total length 5¼ in. Blade 3 in. long, ⅞ in. at widest part. and ⅛ in. thick. Near Toronto. S.

9. Spear-head or knife 5⅝ in. long with tine. Greatest width of blade ⅞ in. and about ⅛ in. thick. No locality. S.

10. Fragment of knife, 2¾ in. long. No locality. S.

11. Knife with tine. Total length 3¾ in. Blade 2 in. long and 1 in. wide—thinned on one edge only. No locality. S.

12. Knife with tine. Total length 7⅜ in. Blade 5¼ in. long. Greatest width 1 3/16 in., and although thinned on both edges, has only one made to cut. The cutting edge is convex as the result of the greater thinning, and the back is correspondingly hollow. The shape of this knife is suggestive of a European model. Beverly. James Rae.

13. Bracelet, 2 in. dia., and from ⅛ in. to 3/16 in. thick. Cross section a flattened oval, the longer dia. being in the plane of the circle. Rice Lake. S.

14. Bracelet and fragment; sheet copper coiled in tubular form and bent. No locality. Y. P. col.

15. Spear-head with tine. Total length 5⅝ in. Blade 4 in. long, 1 in. at widest, ⅛ in. thick, and smoothly finished to double edges. Tine round. London Tp. M.

16. Spear-head with small socket. Total length 9 in. Blade 7½ in. long, 1⅝ in. at widest, and ⅛ in. thick. Burford. M.

17. Axe or chisel, 4⅝ in. long. Thinned at both ends. One end roughly so, as if for insertion in a handle. Width of lip 1½ in., of handle end 1¼ in. Greatest thickness ¼ in. This specimen contains a speck of native silver. Biddulph. M.

18. Axe or chisel, 5¼ in. long. Width at lip 1⅝ in., tapering to ⅜ in. at head. Greatest thickness ¼ in. Noncon Island, Lake Scugog. A. F. Chamberlain.

19. Bead ⅝ in. long and ⅜ in. dia. Has been bent to form a hole. London City. M.

20. Nine copper heads on piece of hide as attached originally. Tremont Park, Tidd's Island.

21. Pendant, triangular 2¼ in. long. Eye at wide end, which is 1 in. wide Wolfe Island.

22. Small bead, coiled, 5/16 in. long, and ⅛ in. dia. Caradoc. S.

23. Double-pointed awl or needle 4⅛ in. long; 3/16 in. dia. in middle.

24. Half of button, 1½ in. dia. Mound, Ross. Co., Ohio. W. K. Moorehead.

25. Spear-head 6⅛ in. long, tined, ⅞ in. at the widest, and about 3/16 in. thick. A strong rib forms the centre of the blade on each side. Dr. Beeming, Perth. (O. L.)

26. One hundred and four copper beads from ⅛ in. to ½ in. dia., and three pendant spikes about 3 in. long. Pike's Farm, Wolfe Island.

27. Spike or spear 12½ in. long, ¾ x ⅝ in. in middle, and tapering to flat points at each end. Sides square North bank of River Kaminstiquia at Fort William. Capt. J. S. Smith.

28. Axe or adze with socket. Total length 5½ in. Width at lip 2½, at end of socket 3⅜ in. The edges are turned almost the whole length to form the socket, but 2 in. from the lip the material is flattened by "shouldering" to form a blade. This implement has the *appearance* of having been made in a swage. North bank of Kaminstiquia River at Fort William. Capt. J. S. Smith.

29. Axe 6¼ in. long, with beaver-skin in which it was wrapped. Pt. Mamainse, Lake Superior.

30. Spike; round; 8¾ in. long, ⅝ in. wide. Pointed at one end and chisel-edged at the other. Near London, Ont.

CASE Q.

Mostly of Unknown Use.

1. Fifteen brown stone beads from half an inch to three inches long. York P. col.

2. String of blood-stone beads. Y. P. col.

3. Five brown stone beads. Y. P. col.

4. Six blood-stone beads. Beverly Tp. Dwyer col.

5. Eight brown stone beads. Nottawasaga Tp. Lougheed col.

6. Five brown stone beads. Beverly Tp. Dwyer col.

7. One large brown stone bead. Beverly Tp. Dwyer col.

8. One large brown stone bead. Saskatoon, N.W.T. M.

9. Five blood-stone beads. Nottawasaga Tp. Lougheed col.

10. Circular, thin and flat brown slate, nearly 1 in. dia. with eight small holes round margin, one larger than the others as if used for suspension—one small hole in centre. Nottawasaga Tp. Lougheed col.

11. Small flat brown stone pendant (?) Nottawasaga Tp. Lougheed col.

12. Steatite bead, two fragments of steatite objects and one of limestone. Wolfe Island.

13. Hawaiian sling-stone, Helia, Oahu, Sandwich Isles. St. Mary's Institute, Dayton, O.

14. Carved head, perhaps a wolf's; limestone. Nottawasaga Tp. Lougheed col.

15. Finely carved human head 1¼ in. long. Beverly Tp. Dwyer col.

16. Bird's head and neck, broken from some large object. Nottawasaga Tp. Lougheed col.

17. 1¾ in. long, profile of beaver in blue slate. Nottawasaga Tp. Lougheed col.

18. Profile of quadruped in brown slate about 1½ in. long. Nottawasaga Tp. Lougheed col.

19. Circular, conical (with flattened apex) striped slate 1¾ in. dia. and 1⅛ in. high. Burford Village. S.

20. A hollowed conical stone 2½ in. dia. and 1¼ in. deep outside measurement Outside smooth and shows a laminated structure. Bottom of hollow smoother than sides. Near Woodstock. S.

21. Light blue slate depressed cone; 2¼ in. dia. and 1⅛ in. high. Not hollowed. "God's Country," Hamilton Co., O. W. K. Moorehead, Washington. D. C.

22. A light oval (pumice-like) stone 2¾ in. long, 2¼ in. wide and 1 in. thick in middle. A 5/16 in. hole goes through the centre, sidewise. McGillivray Tp. M.

23. Slate implement 5½ in. long and from 1½ to 2 in. wide. Thin and shaped like a knife blade. One end fractured within ¾ in., of which a small oblique hole is bored. Withrow Avenue, Toronto.

24. Perhaps a "slick-stone"; slate. Caradoc Tp. M.

25. Perhaps a "slick-stone." No locality. S.

26. Pointed instrument of slate 5¾ in. long, roughly rounded and tapering to a narrow chisel point ⅛ in. wide. Greatest dia. about ⅝ in. Large end broken. Tremont Park, Tidd's Isl. C. A. See.

27. Fragment of pointed weapon 5⅞ in. long, two sides rounded and smooth, two flat and rough. Large end broken. Dia. at large end 1 in. S.

28. Dark slate 6¼ in. long and ⅝ x ⅜ in. in middle. Three sides flat, one rounded. Tapers to blunt point at each end. Norfolk Co. S.

29. Striped slate 4⅜ in. long, 1 in. wide and ¾ in. thick in middle. Three sides nearly flat and slightly convex lengthwise. Fourth side much rounded and bevelled towards each end. With flat side up has a square-ended canoe look. West Williams. M.

30. Light colored striped slate 5¼ in. long, much like No. 29 except that the bevelled side is not rounded transversely. Two holes 1⅞ in. apart, and 1¼ in. from each end, have been bored from the straight to bevelled side. Dia. on upper side 5/16 in. and on lower side barely ⅛ in. East Williams Tp. S.

31. Dark striped slate, 4¾ in. long, similar in outline to Nos. 29 and 30, but deeper in proportion to length, and deeply hollowed from end to end. Two holes are bored through the hollowed and opposite sides, one 1¼ in. and the other 13/16 from the end. Holes have been bored from both sides. Nissouri Tp. S.

32. Light brown double horned or winged stone, 2½ in. long—with a groove surrounding the middle. Boone Co., Ky.

33, 34, 35, 36, 37 and 38 are similar in outline, although of different kinds of stone. They are from 2 in. to 3¼ in. long, flat, with two rounded sides terminating in points. No. 34 differs from the others in having two holes through it. Except No. 37, these all came from Noncon Isl., L. Scugog. A. F. Chamberlain.

No. 37 is from Tremont Park, Tidd's Island. C. A. See.

39. Small light blue slate pointed implement. Tremont Park, Tidd's Island. C. A. See.

40. Pointed slate implement with notched end as for a string. The point was broken off when being taken out of the mound. Tremont Park, Tidd's Island. C. A. See.

41. Small slate object like No. 52, case M. Newmarket. S.

42. Plummet-like stone, 2¾ in. long and 1⅜ in. dia. Egg-shaped with small knot at one end. McGillivray Tp. M.

43. A black pebble grooved. This is a doubtful specimen, as the groove is apparently the result of weathering on a soft micaceous vein. Victoria Co. Dickson col.

44. Half of a notched stone. The specimen is oval and the notch is cut a little obliquely round the longer diameter. Miami Valley, O. Dr. Craig, Lawrenceburg. See No. 90.

45. Small brown pebble $1\frac{3}{8}$ in. long and $\frac{1}{2}$ in. wide with notch cut round the middle. Aurora, Ind. J. L. Kassebaum, Aurora, Ind.

46. Water-worn pebble 3 in. long and $2\frac{1}{4}$ in. wide, hollowed. The hollow has probably been deepened artificially, and the specimen may be called a paint-mill, or paint-cup. Miami Valley. Dr. Craig, Lawrenceburg, Ind.

47. Small limestone paint cup (?) Miami Valley. Dr. Collins, Lawrenceburg, Ind.

48. Limestone paint cup (?) West Williams Tp. M.

49. Slate $4\frac{1}{4}$ in. long and $\frac{5}{8}$ in. wide, $\frac{1}{8}$ in. thick, ends broken. Victoria, Brit. Columbia. Jas. Johnson, Vancouver.

50. Fragment of a slate implement. Victoria, Brit. Columbia. Jas. Johnson, Vancouver.

51. Cast of the Cincinnati Tablet. Robt. Clarke, Cincinnati, O.

52. Cast of the Clarke Tablet. Waverly, O. Robt. Clarke, Cincinnati, O.

54. Mottled slate $8\frac{1}{4}$ in. long, nearly $1\frac{1}{2}$ in. wide in middle, where it is also $\frac{5}{8}$ in. thick. At each end it is $\frac{1}{2}$ in. thick. Between the middle and ends it is reduced in beautifully regular curves on one side to $\frac{3}{8}$ in. The same side is smoothly rounded transversely, making a sharp angle with the lower side, which is very smooth and perfectly straight. Cobourg. S.

55. Brown stone bead. Nottawasaga. Herbert Conner.

56. Three brown stone beads. Nottawasaga. Lougheed col.

78. Round and tapering fragment of stone implement $5\frac{5}{8}$ in. long. Greatest dia. $1\frac{1}{8}$ in. McGillivray Tp. M.

79. Black slate $4\frac{3}{8}$ in. long, $\frac{5}{8}$ in. wide, $\frac{3}{8}$ in. thick, three sides flat, one rounded both ways. Ends thin. Caradoc Tp. M.

80. Striped slate $5\frac{5}{8}$ in. long and 9/16 thick. Pointed; one side flat, others rounded. $2\frac{3}{4}$ in. from point is a portion $1\frac{3}{4}$ in. long, $1\frac{1}{2}$ in. wide and $\frac{3}{4}$ in. thick, forming a flattened bulb. Near Hamilton, Butler Co., O. W. K. Moorehead.

81. Brown veined slate 6 in. long, $1\frac{5}{8}$ in. wide in middle, whence it decreases by curved sides to $\frac{5}{8}$ in. wide at each end. About $\frac{3}{8}$ in. thick. One side flat, on which $1\frac{3}{4}$ in. apart and equi-distant from the centre, lengthwise, are the beginnings of two holes. Shelby Co., O. Prof. Moritz Fischer, Frankfort, Ky.

82. $5\frac{1}{8}$ in. long, similar to No. 81. (No holes). Mason Co., W. Virginia. W. K. Moorehead.

83. Gray slate, $4\frac{7}{8}$ in. long. Dia. at widest 1 in. and at thickest $\frac{3}{4}$ in. Resembles No. 80, but is pointed at both ends and the bulb is more elongated. Point of longer end broken. Near Hartford, Mason Co., W. Virginia. W. K. Moorehead.

84. Dark veined slate, $5\frac{3}{4}$ in. long, 1 in. wide and $\frac{7}{8}$ in. thick in middle. Three sides flat, one rounded and bevelled to each end. A shallow groove goes round two adjoining sides. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

85. Brown slate $3\frac{5}{8}$ in. long. Greatest dia. $1\frac{3}{4}$ in. $2\frac{3}{8}$ in. from widest part to one end, may be regarded as the body of some animal. The other end is the unfinished head and neck. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

86. Granite, 3 in. long. Much like No. 31. One end broken. The one hole remaining has been bored from the hollowed side. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

87. Sandstone, $2\frac{3}{4}$ in. long, $2\frac{1}{8}$ in. wide and $\frac{1}{4}$ in. thick in middle. Oval. Edge has twenty-two deep sharply angular notches. Hole through smaller end. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

88. Quartzite, 2 in. long, $1\frac{1}{2}$ in. dia. Plummet-like. No knob on smaller end. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

89. Conglomerate, $2\frac{1}{8}$ in. long, $1\frac{1}{8}$ in. dia. Plummet-like. Grooved round small end to form knob. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

90. Sandstone, $2\frac{1}{4}$ in. long, $1\frac{3}{4}$ in. wide and $1\frac{1}{4}$ in. thick. Flat on one side. The rest of the surface rounded. A groove along the rounded side in the direction of longer axis. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

91. Close-grained, mottled, argillite. $6\frac{1}{4}$ in. long, 1 in. wide and $\frac{5}{8}$ in. thick at largest. Tapers on two sides to a chisel point at one end, and on three sides to a pick-point at the other. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

92. Slate, $5\frac{3}{4}$ in. long, $1\frac{1}{2}$ in. wide at one end and $\frac{1}{2}$ in. wide at the other. About $\frac{1}{4}$ in. thick. Edges rounded. Hole bored 1 in. from small end. Large end bevelled from both sides to an edge. Miami Valley. C. J. B. Ratjen, Lawrenceburg, Ind.

With the exception of the beads, it is impossible in the present state of knowledge to give suitable names with certainty to the objects in this case. Many of them also are indescribable for want of space.

CASE R.

Clay Pipes

1. Nottawasaga. Lougheed col.
2. Nottawasaga. Lougheed col.
3. Highland Creek. Y. P. col.
4. Lake Medad.
5. Nottawasaga. Lougheed col.
6. Eramosa.
7. Beverly. Dwyer col.
8. Nottawasaga. Lougheed col.
9. Nottawasaga. Lougheed col.
10. No record. Y. P. col.
11. Beverly. Dwyer col.
12. No report. Y. P. col.
13. No report. Y. P. col.

14. Beverly. Dwyer.
15. Nottawasaga. Lougheed col.
16. Nottawasaga. Lougheed col.
17. No record. Y. P. col.
18. Forest. S.
19. Holland Landing. S.
20. Nottawasaga. Lougheed col.
21. Vaughan.
22. No record. Y. P. col.
23. Nottawasaga. Lougheed col.
24. Ste. Marie. Simcoe Co.
25. Beverly. Dwyer col.
26. Beverly. Dwyer col.
27. Nottawasaga. Lougheed. col. (2)
28. Nottawasaga. Lougheed col. (2)
29. Nottawasaga. Lougheed col.
30. Nottawasaga. Lougheed col.
31. Nottawasaga. Lougheed col.
32. Orillia. L. Hayden, Toronto.
33. York Tp. B. Jackes, Toronto.
34. Beverly. Jas. Rae.
35. Beverly. Jas. Rae.
36. No record.
37. York Tp. B. Jackes, Toronto.
38. Near Lake Simcoe. S.
39. Nottawasaga. Lougheed col.
40. Nottawasaga. Lougheed col.
41. No record. Y. P. col.
42. Nottawasaga. Lougheed col.
43. No record. Y. P. col.
44. No record. Y. P. col.
45. Nottawasaga. Lougheed.
46. No record. Y. P. col.
47. Onentisati. Simcoe Co.
48. Nottawasaga. Lougheed col.
49. Orillia. Basil R. Rowe.
50. No record. Y. P. col.
51. No record. Y. P. col.
52. No record. Y. P. col.
53. York Tp. B. Jackes.
54. Nottawasaga. Lougheed col.

55. Eglinton, York Tp. Y. P. col.
56. Eglinton, York Tp. Y. P. col.
57. Eglinton, York Tp. B. Jackes.
58. Nottawasaga. Lougheed col.
59. Onentisati. Simcoe Co.
60. No record. Y. P. col.
61. Ste. Marie. Simcoe Co.
62. York Tp. B. Jackes.
63. McGillivray Tp. M.
64. Nottawasaga. Lougheed col. (3)
65. Lake Medad. C. Macpherson.
66. Onentisati. Simcoe Co.
67. Beverly. Dwyer col.
68. Penetanguishene. F. A. Benson.
69. York Tp. B. Jackes.
70. No record. Y. P. col.
71. Nottawasaga. Lougheed col. (2)
72. Ste. Marie. Simcoe Co.
73. Victoria Co. Dickson col.
74. Victoria Co. Dickson col.
75. Victoria Co. Dickson col.
76. No record. Y. P. col.
77. No record. Y. P. col.
78. No record. Y. P. col.
144. Lambton Mills, York Tp.

CASE S.

Clay Pipes.

79. York Tp. J. Kirkwood.
80. Nottawasaga. Lougheed col. (Owl's head from lip of bowl.)
81. Nottawasaga. Lougheed col. (Human face, open mouth.)
82. Nottawasaga. Lougheed col. (Human face.)
83. Nottawasaga. Lougheed col. (Human face.)
84. Nottawasaga. Lougheed col. (Human face.)
85. Nottawasaga. Lougheed col. (Human face, elongated.)
86. Nottawasaga. Lougheed col. (Human face, elongated.)
87.
88. Nottawasaga. Lougheed col. (Human face.)

89. Onentisati. Simcoe Co. (Eagle's head on lip.)
90. Beverly. Jas. Rae. (Snake's head.)
91. Nottawasaga. Lougheed col. (Owl's head.)
92. Nottawasaga. Lougheed col. (Two human faces from bowl.)
93. Nottawasaga. Lougheed col. (Spiral coil round bowl.)
94. Nottawasaga. Lougheed col.
95. Nottawasaga. Lougheed col. (2 birds' heads from pipes.)
96. Near L Simcoe. S. (Double human face, forward and backward.)
97. Nottawasaga. Lougheed col. (Human face.)
98. Nottawasaga. Lougheed col. (Square mouth.)
99. Onentisati. Simcoe Co. (Square mouth.)
100. Ste. Marie. Simcoe Co. (Square mouth.)
101. Nottawasaga. Lougheed col. (Square mouth.)
102. Nottawasaga. Lougheed col. (Square mouth.)
103. Nottawasaga. Lougheed col. (Square mouth.)
104. Nottawasaga. Lougheed. col. (Square mouth.)
105. Lake Medad. C. Macpherson. (Square mouth.)
106. Victoria Co. Dickson col.
107. Victoria Co. Dickson col.
108. Victoria Co. Dickson col.
109. Ancaster. J. E. McCrimmon. (Human form, head broken.)
110. Nottawasaga. Lougheed col. (Fox's head ?)
111. York Tp. George Miller.
112. York Tp. George Miller.
113. York Tp. George Miller.
114. Nottawasaga. David Melville.
115. Nottawasaga. Ed. Coyle. (Human face.)
116. " " "
117. Nottawasaga. Thos. White. (Fragment diagonally marked on upper edge.)
118. Nottawasaga. David Melville. (Oval curve.)
119. Nottawasaga. David Melville. (Stem of pipe like 118.)
120, Nottawasaga. David Melville.
121. Nottawasaga. David Melville. (Square mouth.)
122. Nottawasaga. David Melville. (Square mouth.)
123. Nottawasaga, David Melville.
124. Nottawasaga. Lougheed col. (Human face elongated,)
125. Nottawasaga. David Melville.
126. Nottawasaga. David Melville.
127. Nottawasaga. Mr. Doner.
128. Nottawasaga. Herbert Conner. (Square mouth.)
129. Nottawasaga. Dugald Currie.
130. Nottawasaga. Thos. White.
131. Nottawasaga. Thos. White.

132. Nottawasaga. Thos. White.
133. Nottawasaga. Lougheed col. (Human figure, broken.)
134. " " " "
135. Lake Medad. Mr. Lillycrop. (Human face from pipe.)
136. Nottawasaga. David Melville. (Human face from pipe
137. Nottawasaga. Herbert Conner.
138. Nottawasaga. Lougheed col.
139. Victoria Co. Dickson col.
140. Nottawasaga. Lougheed col. (Dog's head.)
141. Lake Medad. Luke Mullock.
142. Nottawasaga. Herbert Conner.
143. Nottawasaga. Herbert Conner.
144. (See case R.)
145. Lake Medad. Luke Mullock.
146. Nottawasaga. Thos. White. (Human face.)
147. Humberstone Tp. Cyrenius Bearss. (Small.)
148. Humberstone Tp. Cyrenius Bearss.
149. Humberstone Tp. Cyrenius Bearss.
150. Humberstone Tp. Isaac Bearss.
151. Dumfries Tp. Jas. G. Caven.
152. York Tp. Geo. Miller.
153. Amberly Tp. Wm. Welsh. (Square mouth, fragment.)
154. Tremont Park, Tidd's Islands. C. A. See. (Stem.)
155. Eglinton, York Tp. W. G. Long. (Long stem.)
156. Nottawasaga. Snake head. Angus Buie.

This case contains also a large number of stems from various localities.

CASE T.

Discs.

1 to 6. Six discoidal stones (varying from 2½ to 3½ in. in diameter) said to have been used in playing a game by rolling them along the ground, opponents aiming missiles at them when in motion, and bets being made as to where they would stop, or which side would lie uppermost. Dr. Craig, Lawrenceburg, Ind.

7 to 12. Six small discoidal stones. The smallest ⅝ of an in. in diameter and the largest 2½. No. 9 is marked by four lines cut on both sides, crossing each other near the centre and extending to the margin. Geo. Lougheed, Nottawasaga.

12½ and 13. Two stones apparently in preparation for discs. Originally they were water-worn, but there are evidences of manipulation by pecking on the flattened sides. Dr. Craig, Lawrenceburg, Ind.

14. Rude or unfinished disc. Both sides hollowed as if to aid in grasping. Edges of stone not circular. Natural Hist. Soc. Brookville, Ind.

15. Discoidal stone, 4 in. in dia., well hollowed on both sides. S.

16. Discoidal stone unfinished; 3¾ in. dia., sides hollowed, but periphery not made quite circular. From New York State. Moses Barrowman, Buffalo.

17. Small discoidal stone 1¾ in. dia., hollowed on both sides. From Ohio, U.S. Nat. Hist. Soc. Cincinnati, O.

18. Discoidal stone 2¼ in. dia., hollowed on sides. S.

19. Discoidal stone, 2¼ in. dia., flat sides. "Used in a Hawaiian game—the object being to see who could roll it furthest on a smooth path." The specimen is interesting as being so like many found in Canada and the United States. Hawaii, Sandwich Islands. Rev. Bro. Joseph, St. Mary's Academy, Dayton, O.

20. Discoidal stone 2½ in. dia., sides flat. Ste. Marie, Simcoe Co., Ont.

21 to 25. Discoidal stones, 1¼ in. to 1½ in. dia., sides flat, 21 and 25 perforated in the centre. From York Tp. W. G. Long, Lansing, York Tp.

26. Discoidal stone, 1½ in. dia.. sides convex. From West Virginia, U. S. Nat. Hist. Soc. Brookville, Ind.

27. Discoidal stone, 1½ in. dia., sides flat. Perforated. From Goose Lake, near L. Simcoe. S.

28. Discoidal stone, 2½ in. in dia., both sides concave. Miama Valley, near Lawrenceburg. C. J. B. Ratjen, Lawrenceburg, Ind.

29. Discoidal stones, 2⅛ in. in dia., both sides deeply concave. Same locality. C. J. B. Ratjen, Lawrenceburg, Ind.

30. Discoidal stone, 2 in. in dia. Edge much rounded, both sides hollow. Same locality. C. J. B. Ratjen, Lawrenceburg, Ind.

31. Discoidal stone, 2 in. in dia., sides hollow. Same locality. C. J, B. Ratjen, Lawrenceburg, Ind.

32. Discoidal stone, 1⅝ in. in dia. This specimen differs from all the other hollow sided ones on account of the cavities not merging imperceptibly into the rounded edge. The rounding of the edge is carried ⅜ of an inch over the side and nearly an eighth of an in. deep, so as to form a sharply defined collar, the central portion being but slightly hollowed. Same locality. C. J. B. Ratjen, Lawrenceburg, Ind.

33. Discoidal stone. 1½ in. in dia. ⅜ in. thick. So deeply hollowed on both sides that the thickness in the middle is barely ⅛ of an inch. C. J. B. Ratjen, Lawrenceburg, Ind.

34. Discoidal stone. 1⅞ in. in dia. ⅞ in. thick. Flat on both sides. Nottawasaga.

35. Disc; clay. 1⅛ in. in dia. ⅜ in. thick. Eglinton, York township. Loug. collection.

Nos. 1 to 4, and 12½ to 16 are classified by some as hammers, a few of these may have been used thus, but others show no signs of such application. Nos. 1, 3, 12½, 13 and 16 retain their original ovate form as viewed from the flattened or hollowed sides.

36 to 40. Discoidal stones from 1 in. to 3 in. dia. Nottawasaga. David Melville.

41 to 44. Discoidal stones from 1 in. to 1½ in. dia. Nottawasaga. William Melville.

Rubbing Stones.

1 and 2. Rubbing stones, roughly circular, flat and smooth on both sides, 5 in. dia. Orillia. Basil Rowe.

Pestles.

3 to 6. Rudely formed pestles from 5 to 7 in. long; cross section oval West Middlesex. M.

7. Pestle, 7 in. long. McGillivray Tp. M.

8. Pestle, 13 in. long, and 2½ in. dia. in middle. Has a small hole bored in one side near the middle. Simcoe. S.

9. Pestle, 10 in. long and 2½ in. dia. Simcoe. S.

10. Pestle, 8 in. long, and 2 in. dia. W. Middlesex. M.

11. Pestle, 12 in. long and 2 in. dia. McGillivray Tp. M.

12. Pestle, 8½ in. long, 2¾ in. dia. No locality. Y. P. col. (This may not be more than a water-worn stone.)

13. Pestle, 4¾ in. long and 1½ in. dia. Ft. Gratiot, Mich.

14. Pestle, 5¼ in long, conical; diameter of base 2½ x 3¼ in.; of head, 1¼ in.; it is worn off on the face or base end at an angle. No locality. Y. P. col.

15. Pestle, 4½ in. long and 2½ in dia.; is a little flared at base; upper end or head rounded off. Kentucky. Geological Survey of Kentucky, Prof. Moritz Fischer.

16. Pestle, 3½ in. long, conical; diameter of base 2½ in., tapers to 1 in. Shelby Co., Kentucky. Nat. Hist. Soc., Brookville, Indiana.

17. Pestle, 5¼ in. long, conical; dia. of base 3 in.; head rounded. Linn Co., Missouri. Dr. Rear.

18. Pestle, 6½ in. long, base broken. Humberstone Tp. Cyrenius Bearss.

CASE U.

Grooved Stone Axes and Hammers.

1 Axe, 8 in. by 4¾ in., grooved all round. Lake Superior. Y. P. col.

2. Axe, 6¾ in. by 4 in. one edge ungrooved. Bourbon Co., Ky. Kentucky Geological Survey, Frankfort.

3. Axe, 7¼ in. by 4 in., one edge ungrooved. Miami Valley, Ind. C. J. B. Ratjen, Lawrenceburg, Ind.

4. Axe, 6 in. by 3 in., Aurora, Ind., one edge ungrooved. J. L. Kassebaum, Aurora, Ind.

5. Axe, 7½ in. by 2½ in., one edge ungrooved. Miami Valley. C. J. B. Ratjen, Lawrenceburg.

6. Axe, 5 in. by 4 in., one edge ungrooved. No locality. Y. P. col.

7. 5¼ in. by 3 in, one edge ungrooved and hollowed lengthwise. Linn Co., Missouri.

8. Axe, 5 in. by 3 in., one edge ungrooved. Shelby Co., Ind. Nat. Hist. Soc., Brookville, Ind.

9. Axe, 5 in. by 3½ in., one edge ungrooved. Franklin Co., Ind. Nat. Hist. Soc., Brookville, Ind.

10. 5 in. by 2¾ in., one edge ungrooved and hollowed lengthwise. Miami Valley. Dr. Craig, Lawrenceburg, Ind.

11. Axe, 4¼ in. by 3 in., one edge ungrooved. Garrard Co., Ky. Nat. Hist. Soc., Brookville, Ind.

12. Axe, 7 in. by 3½, grooved all round. Miami Valley, Ind. Dr. Craig, Lawrenceburg.

13. Axe, 7 in. by 3 in., grooved all round. East Williams Tp. M.

14. Axe, 5½ in by 2¾ in., grooved all round. McGillivray Tp. M.

15. Axe, 5¾ in. by 3 in., grooved all round. West Williams Tp. M.

16. Axe, 6 in. by 4¼, grooved all round. Near Weston Village. Dr. Richardson.

17. Axe, 7½ in. by 3¼, grooved all round. Arkona. M.

18. Axe, 6 in. by 3½ in., grooved all round. W. Middlesex. M.

19. Axe, 5¼ in. by 4½ in., grooved all round. Linn Co., Mo.

20. Axe, 5½ in. by 2¼ in., grooved all round. Miami Valley. Dr. Craig, Lawrenceburg.

21. Axe, 5 in. by 2¾ in., grooved all round. Miami Valley. Dr. Craig, Lawrencebnrg.

22. Axe. 4 in. by 3 in., grooved all round. J. C. Kassebaum. Aurora, Ind.

23. Axe, 3¾ in. by 2¾ in., grooved all round. Shelby Co., Ky. Nat. Hist. Soc., Brookville, Ind.

24. Axe, 4 in. by 2¼ in., grooved all round. McGillivray Tp. M.

25. Axe, 3½ in. by 2½ in., grooved all round. Brookfield, Mo.

26. Axe, 3 in. by 2 in., grooved all round. East Williams Tp. M.

27. Axe, 4½ in. by 3 in., grooved all round. McGillivray Tp. M.

28. Axe, 4¾ in. by 2¾ in., grooved all round. No locality. Y. P. col.

29. Axe, 5¼ in. by 3¼ in., grooved all round. No locality. Y. P. col.

30. Axe, 6¼ in. by 3½ in.. chiefly grooved on the two edges. McGillivray. M.

31. Axe, 6¼ in by 3¼ in., groove shallow all round. No locality. Y. P. col.

32. Axe, 6 in. by 3½ in., grooved chiefly on edges. No record.

33. Axe, 3¼ in. by 2½ in., one edge ungrooved. Shelby Co., Ky. Brookville Nat. Hist. Soc, Ind.

34. Axe, 3¾ in. by 1¾ in., one edge ungrooved. Brookfield, Mo.

35. Axe, 3 in. by 2 in., thin and slightly grooved. Linn Co., Mo.

36. Axe, 4¼ in. by 2¼ in., very slightly grooved, and mainly on the edges. Shelby Co., Ky. Brookville Nat. Hist. Soc. Ind.

37. Axe, 5½ in. by 2¾ in., grooved mostly on edges. No record.

38. Axe, 6 in. by 3 in., grooved all round. No record.

39. Axe, 7½ in. by 4¼ in., grooved all round with stony projections formed on edges above and below groove. No record.

40. Axe, 6¾ in. by 4½ in., similar to No. 39. No record.

41. Hammer, 7¼ in. by 5½ in. Lake Superior.

42. Hammer, 6½ in. by 3½ in. Is evidently only a water-worn stone whose shape has suggested use, and has been slightly hollowed in two sides either for attachment to a handle, or to aid in holding directly in the hand.

43. Hammer, 6 in. by 4 in. 45 miles north-west of Brandon, Man. Is deeply grooved and well shaped. M.

44. Hammer, 5 in. by 4½ in., cylindrical and grooved near the middle. Point Edward. M.

45. Hammer, 6¾ in. by 4½ in., grooved about one-third from smaller end. Leamington, Essex Co.

46. Hammer, 5¾ in. by 3¾ in. Has originally been a fine implement—is now broken on one side of each end. Thunder Bay.

47. Hammer, 3 in. by 3 in., grooved near the middle. Thunder Bay.

48. 5½ in. by 5 in Is a flat water-worn stone. Has originally been somewhat ovate and has now two deeply cut notches on the edges 1¾ in. from the smaller end. Point Edward. M.

49. 8 in. by 5½ in. Corresponds in character to No. 48. Biddulph. M. Neither of these bears any marks to indicate use as a hammer. Perhaps they were used as anchors for the frail birch-bark canoes close to shore. The fact, however, that the latter was found inland, does not add force to this conjecture, unless the same use was made of it for river purposes.

CASE V.

Pottery.

This case contains a large number of pottery fragments, illustrative of markings or patterns. The specimens are from various parts of this Province and United States. The principal contributors are: Jas. Dickson, P. L. S., Fenelon Falls; Jas. Dwyer, Beverly; T. H. Hulbert, Duluth; Cyrenius Bearss, Humberstone; John McPherson, Toronto; Dr. T. W. Beeman, Perth; F. A. Benson, Port Hope; William Welsh, Amberley; Society of Natural History, Cincinnati; Prof. J. L. Deming, Technological Institute, Boston; Thos. White, Nottawasaga; Jas. Rae, Beverly; W. J. Long, Lansing; Albert Lougheed, Nottawasaga; G. Laidlaw, of "The Fort"; David Boyle, sr., Richmond Hill, J. L. Kassebaum, Aurora, Indiana; and C. Bell, Toronto.

The finest specimen is that presented by Mr. John McPherson. It consists of several pieces now cemented, and shows the outline and proportions of what must have been a very handsome vessel about 9 in. high, 7 in dia. at the widest part, and 5 in. in dia. at the mouth. It was found in Mr. McPherson's island, Mindemoya, in a lake of the same name in Manitoulin Island.

CASE W.

Clearville Specimens.

This case contains specimens of horn, bone, shell, clay and stone from the site of a fortified village at Clearville, Kent Co., Ont.

18 deer-horn prongs, showing rude human workmanship,

30 bone awls or needles, from 1½ in. to 7 in. long.

2 dorsal spines of a large fish. These are about 1½ in. long, triangular in cross section and very sharp.

1 beaver's tooth.

2 muskrats' teeth.

10 unio valves, some of these have been used as scrapers, and one evidently by a left-handed person.

1 walnut.

9 clay pipe-stems.

6 pipe heads, but all imperfect. One is very rude in form, and one is remarkable for its fine finish and design.

3 pieces of burnt clay, showing manipulation.

7 fragments of large and coarse clay vessels.

19 fragments of smaller and finer vessels.

8 rudely made stone chisels.

8 roughly chipped flints.

7 stones, smoothly rubbed.

1 piece of red jasper.

1 sinker—so called.

1 semi-circular, grooved stone.

CASE X.

Drills.

1. Drill, 2 in. long, broken, T head. Curtis Farm, Linn Co., Mo. Dr. Rear. Toronto.

2. Drill, 2 in. long, unsymmetrical, rounded head. Bourbon Co., Ky. Dr. Collins, Lawrenceburg, Ind.

3. Drill, 1⅛ in. long, T head Bourbon Co., Ky. Dr. Collins, Lawrenceburg, Ind.

4. Drill, 2¼ in. long, notched head, seems to have been an arrow modified for drilling purposes. Middlesex Co., Ont. M.

5. Drill, 2¼ in. long, broken, head merely a little broader than body and thinner at end. Curtis Farm, Linn Co., Mo. Dr. Rear, Toronto.

6. Drill, 1¼ in. long, rude, head smaller than body.

7. Drill 1 in. long, half of head broken off crosswise.

8. Drill 1¾ in. long, rounded head.

9. Drill 1⅜ in long, notched head. Outline like arrow, but is flat on one side and round on the other, body comparatively thick, and curved considerably at the point. Nos. 6, 7, 8, and 9, from Pike's Farm, Wolfe Isl.

10. Drill, 3⅛ in. long, T head, body rhomboidal, and twisted. McGillivray Township, Middlesex, Ont. M.

11. Drill, 2⅞ in. long, head broken.

12. Drill 2¼ in. long, head a slight expansion of body, and thinned.

13. Drill 2 in. long, point broken, sharply cut T head.

14. Drill 1⅝ in. long; head like a T double barred, the upper portion being the lesser in size. Nos. 11, 12, 13 and 14, from Townships of East and West Williams. Middlesex Co, M.

15. Drill, 3⅜ in. long; no marked head, one side of body comparatively flat, curved near the point; greatest width (at head end) ⅝ in. Pike's Farm, Wolfe Island.

16. Drill, 1 in. long, obscure T head, point broken.

17. Drill, 1¾ in. long, obscure T head, body curved diagonally, the material is dark blue for half the distance at the head end, the other half being white.

18. Drill, 1¼ in. long, head broken. } Both seem as if made for being inserted
19. Drill, 1¼ in. long, head wedged. } and fastened in a cleft handle.

20. Drill, ⅞ in. long, T head, sharply pointed. Nos. 16, 17, 18, 19, and 20, from Miami Valley, Ind. Dr. Craig, Lawrenceburg.

21. Drill, 1¾ in. long, 1 in. wide in middle; drilling portion only ⅜ in. long, and ¼ in. wide at point; notched neck for fastening to handle ⅝ in. long.

22. Drill, 1⅜ in. long, broken; unsymmetrical T head.

23. Drill, ¾ in. long, broken; good T head.

24. Drill, 1⅛ in. long, T projection, ⅞ wide near midde; notched neck for handle.

25. Drill, 2¼ in. long, ¾ in. wide, obscure neck; roughly chipped; may have been a badly made arrow-tip.

26. Drill, 2⅞ in. long, point broken, ¼ in. wide at break; T head.

27. Drill, 2⅜ in. long, neck broken, ⅝ in. at widest part; might have been an arrow, but is worn smooth on sides and edges.

28. Drill, 3 in. long, notched neck; slightly curved; flat on one side.

29. Drill, 2¾ in. long, imperfect, oblique T head.

30. Drill, 2⅞ in. long, club-shaped head; tip broken.

31. Drill, 2⅜ in. long, ½ in. wide; neck broken; white flint.

32. Drill, 1½ in. long, ⅜ in. wide; head broken.

(21 to 32 from collection presented by Jas. Dickson, Esq., Fenelon Falls.)

33. Drill, 1⅝ in. long, ½ in. wide; thick, and rudely chipped: notched with T head.

34. Drill, 1⅝ in. long, ⅜ in. wide; slightly curved and rudely made; head appears to have been broken.

35. Drill, $1\frac{1}{4}$ in. long; otherwise like No. 34.

36. Drill, $2\frac{3}{8}$ in. long, $\frac{3}{8}$ in. wide; point broken; club-shaped head.

37. Drill, 2 in. long, flat on one side and slightly curved; obscure neck; rude.

38. Drill, $3\frac{7}{8}$ in. long, $1\frac{1}{4}$ in. wide in front of neck; for $\frac{2}{3}$ of length from head is as flat as an arrow, but takes rhomboidal form near the point, decreasing to $\frac{1}{4}$ in. in width at the same distance from tip.

(33 to 38 from counties of Wentworth and Waterloo.)

39 to 76. These were procured from Mr. C. J. B. Ratjen, of Lawrenceburg, Indiana, and were all collected in the Miami Valley. They vary from 1 in. to $4\frac{1}{2}$ in. long, and from $\frac{1}{8}$ to $1\frac{1}{8}$ in. in width. Some are T headed, others club-headed, and many are simply thinned for insertion in a handle. There is no notched specimen among them.

72 and 73, both imperfect, are serrated on the edges, which are now worn as if the specimens had been used as saws. 42, 43, and 44, may have been arrow-tips, but all the others were no doubt drills.

CASE Y.

Slate Weapons.

These objects are shaped like arrow and spear heads. Some writers regard such specimens as knives. They were probably rather of an ornamental character and intended for purposes of display in connection with feasts, dances, and other celebrations, They are not very common in this country.

1 to 3. Western Ontario. S.

4. Broad in proportion to length, being 5 in. long, (including the neck, $1\frac{1}{2}$ in.,) and $2\frac{3}{4}$ in. wide at the base; it is squarely shouldered to form the neck. Wolfe Island.

5. $4\frac{1}{4}$ in, long, 2 in. wide, and very thin; slightly barbed; the neck is of a kind peculiar to this class of object, being carefully notched or serrated on each edge as if to assist in binding to a shaft. Another peculiarity is that the neck although $\frac{5}{8}$ in. long, measures $1\frac{1}{8}$ in. behind the barbs and tapers to $\frac{5}{8}$ in. at the base. This shape would seem to add to the difficulty of fastening. S.

6. $2\frac{3}{4}$ in. long, with neck similar to No. 5. Caradoc Tp. S.

7. $3\frac{1}{4}$ in. long, square-shouldered, neck which is tapering like Nos. 5 and 6, but not serrated. S.

8. $2\frac{3}{4}$ in. long, neck broken. S.

9. $2\frac{3}{4}$ in. long, deeply barbed, tapering and serrated neck.

10. $3\frac{3}{8}$ in. long, very perfect, square-shouldered, tapering and round edged neck. Nottawasaga. Lougheed col.

11. $3\frac{3}{4}$ in. long, single barbed, neck tapering and round edged. Withrow Avenue, Toronto.

12. $3\frac{3}{8}$ in. long, slightly barbed, with nearly parallel-sided and square-edged neck. S.

13. $4\frac{1}{4}$ in. long, very slightly barbed, neck parallel-sided and square-edged. S.

14. 3½ in. long, deeply barbed; neck broken partly off; round-edged. Nottawasaga. Lougheed col.

15. 5 in. long, sharp rib along middle, barbed; neck slightly tapering and round- edged. S.

16. 2⅛ in. long, barbs broken; has the appearance of having been bored on each side to form neck. Wolfe Island.

17. 3½ in. long, square-shouldered; tapering, round-edged neck. Downie Tp. P. R. Jarvis.

18. 1⅞ in. long, slightly barbed. This small specimen is exceptional in the form of the neck, for although serrated, it is somewhat wider below than above. Lakefield. R. Q. Dench.

19. 4 in. long, considerably mutilated. S.

20. 3½ in. long; is a fragment of some tool or weapon; one side slightly convex, and the other strongly ribbed. Lambton Mills. Wardie and Ottie White, Toronto.

In this case are also:—

1. 11 in. long, 1⅝ wide, and ¾ in. thick; sides convex and corners rounded; one end is square and blunt, and measures 1⅛ in. wide, the other is thinned to an edge and is only ⅝ in. wide. On one side is a scratched figure like a capital T, the lower end of the upright stroke being forked, and on the opposite side a similar mark but with a bar across the middle of the upright. Arkona. S.

2. 11⅜ in. long, 1¼ in. wide, and ¾ in. thick; one end 1 in. wide, and chisel-edged; the opposite end ½ in. wide, thinned and rounded. West Williams Tp. M.

3. 8⅝ in. long, 1⅜ in. wide, and ⅞ in. thick; one end 1 in. wide, thinned, but blunted as if from use. The opposite end terminates in a rounded point about ⅜ in. diameter. Point Edward.

4. 11¾ in. long, 1⅛ in. wide, and 1⅛ in. thick; tapering to both ends, one of which is ¾ in. wide, and the other 5/16 in., both are chisel-edged. Chief Smith. Brantford.

Axe of striped slate, 6¼ in. long, and 3⅜ in. across the mouth. Looked at sidewise it has the appearance of an elongated pear. Richmond, Indiana.

CASE Z.

Misscellaneous.

1. Smoothly rubbed stone. A. W. Reavley.
2. Flint. A. W. Reavley.
3. " "
4. " "
5. " "
6. " "
7. Stone axe. Wm. Michener. Humberstone.

8. Bone awl or needle. Wm. Melville.
9. " " "
10. " " "
11. Clay pipe " "
12. " "
13. " "
14. " "
15. " "
16. " "
17. " "
18. " "
19. " "
20. " "
21. " "
22. " "
23. Stone tablet "
24. Small notched bone or needle. Wm. Melville.
25. Small discoidal stone. Wm. Melville.
26. " " "
27. " " "
28. " " "
29. Several pipe stems, stone "
30. Small bone chisel. David Melville.
31. Worked bone "
32. Small stone axe "
33. Small discoidal stone "
34. " " "
35. " " "
36. Discoidal stone, $2\frac{1}{4}$ in. dia., with hole in centre. David Melville.
37. Clay pipe. David Melville.
38. " "
39. " "
40. " "
41. " "
42. Pipe stems "

All those from No. 8 to No. 42 are from Nottawasaga Tp.

43. Small discoidal stone, with hole in centre and groove round outer edge. York Tp. Jos. Smelser.

CASE A2.

Miscellaneous.

1. Pipe head. Lambton Mills. Wardie and Ottie White.
2. " broken. Lambton Mills. W. and O. White.
3. String of glass beads. " " " "
4. " and shell beads. Lambton Mills. W. and O. White.
5. Pipe-stem. Lambton Mills. W. and O. White.
6. Bear's tooth (bored). Lambton Mills. W. and O. White.
7. Diagonally notched bone. " " " "
8. Carved fragment of bone, (probably of European origin). Lambton Mills. W. and O. White.
9. Small hollowed stone. Lambton Mills. W. and O. White.
10. Two broken shell beads. Lougheed col.
11. Small, flat stone, perforated. "
12. Stone in preparation for beads. "
13. Bear's tooth (notched). Lougheed col.
14. Stone axe. Sebastopol Tp. Alex. Parks.
15. Gouge. Golden Lake, Algora Tp. Alex. Parks.
16. Stone axe. Brantford. P. R. Jarvis.
17. " N. Easthope. "
18. " Ellice Tp. "
19. " " "
20. " N. Easthope. "
21. " (grooved). Ellice Tp. P. R. Jarvis.
22. Gouge. P. R. Jarvis.
23. Belt ornament, sheet copper. P. R. Jarvis.
24. Pottery fragments. Delaware Tp. P. R. Jarvis.
25. Shell ornaments (2). P. R. Jarvis.
26. Clay pipe. Zorra Tp. "
27. " " "
28. " " "
29. Red stone bead. Saugeen. P. R. Jarvis.
30. Spoon; Sioux (buffalo horn). "
31. Bone chisel. Near Battleford, N. W. T. Major J. M. Delamere.
32. Pipe from grave near Stony Lake, N. W. T. Major J. M. Delamere.
33. Copper kettle. North-west of Battleford, N. W. T. "
34. Slate $5\frac{5}{8}$ in. long, 4 in. wide, and $1\frac{5}{8}$ in. at thickest. Oval hole (long dia. 1 in.) in middle, from side to side. Outline much like the McCallum pipe, and suggestive of a monkey. May have been intended for a large pipe. Nottawasaga. Angus Buie.
35. Fragment of stone pipe; head showing a fairly well cut human face $\frac{5}{8}$ in long, above and behind which is a dog's head neatly cut. The latter is only half an inch long, and about the same breadth across the forehead, but the eyes, ears, mouth and nostrils are imitated. Nottawasaga. Angus Buie.

36. Pipe-head (snake) somewhat like No. 90 in case S. Nottawasaga. Angus Buie.

37. Human head from pipe-head. Nottawasaga.

38. Plain clay pipe. Ellice Tp.

39. Small pipe, like modern N. W. type. Nottawasaga. Angus Buie.

This case contains also 47 flints from various places in Perth Co.

All the articles in cases Z and A2 are placed there only temporarily, until a re-arrangement of specimens in other cases will afford room for them.

WALL CASE 1.

Pottery.

1. Small cup, edges broken. Beverly Tp. Dwyer collection.
2. Small cup, almost perfect. Beverly Tp. Dwyer collection.
3. Plain vessel, moulded in grass basket. Humberstone. Cyrenius Bearss.
4. Small spoon-like specimen. Nottawasaga. Lougheed collection.

5 to 42. Very fine specimens of clay vessels, entire or nearly so from mounds in Arkansas. From the collection of C. W. Riggs, Cincinnati.

43. Small and imperfect cup. York Tp. Dr. R. Orr, Maple.

WALL CASE 2.

1 to 13. Iron tomahawks from various localities.

14. Copper kettle. Algora Tp., Renfrew Co.
15. Pyrula perversa from ossuary. Penetanguishene.
16. Pyrula perversa. No locality.
17. Pyrula perversa from ossuary on Cape Hurd.
18. Pyrula perversa from ossuary in Humberstone Tp. Mrs. Barney, sr.
19. Pyrula perversa from ossuary in Nottawasaga. Angus Buie.
20. Pyrula perversa from ossuary in Nottawasaga. Angus Buie.
21. Wooden war club, modern.
22. Wooden war club, made to represent a hand grasping a ball, modern.

23 to 34. Iron tomahawks of various patterns and from various localities.

WALL CASE 3.

Crania.

1 to 55. From ossuary, on the Keffer farm. Vaughan Tp.

WALL CASE 4.

Crania.

1 and 2. No record.
3. Withrow Avenue, Toronto. E. A. Macdonald.
4. Beverly Tp. Dwyer col.
5 and 6. Withrow Avenue, Toronto. E A. Macdonrld.
7 to 12. Humberstone Tp.
13 to 28. Nottawasaga Tp.
19 and 20. Withrow Avenue, Toronto.
21. Upper half containing portions of beaver skin and pieces of cedar bark, Beverly Tp.
22. Withrow Avenue, Toronto.
23 to 32. Ridley and Bury farm, Clearville, Orford Tp.
33. South Bay, Manitoulin Island. R. Baskerville, Manitowaning.

WALL CASE 5.

Contains nearly 400 stone axes and chisels of various dimensions, from two inches to upwards of one foot in length, also 14 iron tomahawks.

WALL CASE 6.

Contains about 1,000 arrow and spear heads from different parts of Canada and the United States.

Six iron tomahawks.

A large number of pottery fragments from Miller's farm, York Tp., and a quantity of miscellaneous material.

Mortars or Mills.

1. Victoria Co. Dickson col.
2. York Tp. S.
3. Vaughan Tp. Dr. Orr, Maple.
4. York Tp. contains four cavities.

Modern Specimens.

Blood Indian. N. W. Territory.

1 Leather belt, beaded.
1 Pair woman's leggings, beaded.
1 " man's leggings, beaded.
2 " large breast buttons; beaded.
4 Paint bags, one containing paint, beaded.
1 Pair large moccasins, beaded.
1 " child's " "
1 Tom-tom.
1 Large wooden pipe stem, plain.
1 " " beaded.
1 Kooie stick; handle beaded.
1 Hammer; long handle, beaded.
1 Whip; handle beaded.
1 "Medicine" bag of buffalo hide.
1 Hunting knife
1 Leather cartridge pouch.
1 Scalp, with lock of hair.
3 " locks.
1 Fire-steel attached to thong.
1 Signal hand-glass in richly beaded bag.

These were presented by Rev. John McLean, M.A., Ph. D., Moosejaw, N. W T

Arouay Indian. British Guiana.

1 Man's head-dress.
1 Wooden club.
1 Blow-gun.

1 Bundle of small arrows or darts for use in the blow-gun.
1 Bow.
1 Bundle of arrows.
1 Fan.
2 Spears.
1 Woman's dress.

These were presented by Mr. M. M. Fenwick, B.A., Head Master, High School, Bowmanville.

WALL CASE 7.

Eskimo.

1. Skin of harp-seal.
1. Child's coat, fur.
3. " trousers, fur.
4. Pair of mitts, fur.
5. " shoes "
6. " boots "
7. Man's coat, "
8. Woman's coat, "
9. Man's coat with hood, fur.
10. Bed, fur.

On wall—

11. Snow shovel; wood and bone.
12. Snow stick.
13. Walrus spear.
14. Whale line.
15-16. 2 seal lines.
17. Model of kayak.
18. " " frame.

These were presented by Mr. F. F. Payne, of the Meteorological Observatory, Toronto.

19. Model of Kayak. Mr. John Notman, Toronto.

Carib.

From Nevis, St. Kilts, Barbados and other West Indian Islands.

1 Stone club head.
1 " celt or axe.
4 " pestles.
1 Shell celt.
2 " gouges.

These were presented by Mr. Connell, of Nevis, W. I.

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Vol. II. ochre, p. 18; birch bark tents, 63, snowshoes, 85; Sioux dress and moccasins, 105; Sioux knife-sheath, 119; Cree medicine bag, 128; medicine rattle, 132; spirit charm, 134; pp. 137-141 describe pipes, with 16 figures; figures of tobacco pipes of the Swampy-Crees of L. Winnipeg, and of the Ojibways of Rainy Lake, p. 139; figures of Sioux, Chepewyan, Plain Cree, and Blackfoot pipes, p. 140; figures of Babeen pipes, p. 141; Cree fire-bags, 143; Sioux quiver, bow and arrows, 144; Indian graves, 164-165; Huron ossuaries, 165; engraving of Indian burial-places, facing, p. 166; Indian graves are noticed at Vol. I., pp. 90-436, II., 122, 124, 164.

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The "Monographie" (IX.-XXXVI) contains some items of archæological interest.

* ———Quinze Ans sous le Cercle Polaire. Mackenzie, Anderson, Youkon. Paris, 1889. Pp. IV-XVI., 1-322.

Notices burial of Déné, 133; Dindjié yourts, 181; Déné hut, 217; opp. p. 190 is a full page illustration of a Dindjié camp, and opp. p. 202 a full page illustration of a group of Déné on a winter voyage; opp. p. 217 is a full page illustration of the interior of a Déné hut with its occupants.

cu———On the Athapasca district of the Canadian N. W. T. Canad. Record of Science, Vol. I. (1884-5.). [Article reprinted from Proc. Roy. Geog. Soc. Lond., Nov. 1885.]

Pp. 46-53 taken up with a general description of the Indian tribes of that region.

* ———En Route pour la Mer Glaciale. Paris. Pp. 394.

* ———Les Grands Esquimaux. Paris, 1887. Pp. VI., 307.

Describes Eskimo sledges, p. 11; Eskimo pipes, 13; Eskimo huts, 49-52; Eskimo dances, 153-157; tents, 170; nets, 206. It contains a map of the region in question, besides seven plates, the chief of which are: Portrait of the chief of the Liverpool Bay Eskimo (facing p. 78); Eskimo village at mouth of Anderson River, 138; interior of an *iglou*, 192; Eskimo dance, 248; Eskimo camp, 299.

cu PHILLIPS, HENRY, Jr.—On a supposed Runic Inscription at Yarmouth, Nova Scotia. Proc. Amer. Philos Soc. Philadelphia. Vol. XXI, (1883-4), pp. 491-2, with plate on p. 490.

c QUESNEL, LEO.—Les Esquimaux, d'après M. Petitot. Revue Scientifique. Tome XLII., 3 e Série, 8e Année (1888), pp. 670-674.

Describes (p. 671) construction of an igloo. See Petitot Émile.

cu RAE, DR. JNO.—Eskimo Skulls. Journ. Anthrop. Instit. of Gt. Brit. and Ireland, Vol. VII. (1877-8).

———Eskimo Migrations. Journ. of Anthrop. Instit. of Gt. Brit. and Ireland, Vol. VII. (1877-8).

c REVUE CANADIENNE. Québec. February, 1875, pp. 108-109.

Describes Indian dress, feasts, burial, etc.

cu ROSS, BERNARD R.—An Account of the Botanical and Mineral Products useful to the Chepewyan tribe of Indians inhabiting the McKenzie River District. Canad. Naturalist and Geologist and Proc. of the Nat. Soc. of Montreal. Vol. VII. (1862), pp. 133-137.

u SAGARD [THEODAT], F. GABRIEL.—Le grand Voyage au Pays des Hurons situé en l'Amérique vers la mer douce, es dernières confins de la Nouvelle France dite Canada, avec un dictionnaire de la langue Huronne, etc. A Paris, 1632. Nouvelle Edition. Publiée par M. Émile Chevalier. Paris, Librairie Tross, 1865. Deux Tomes, pp. 1-268 (orig. paging, 1-380.)

Describes Canots (canoes), p. 89 (129); vessels of bark, 91 (132); cradles, 118 (170); chappelets, 135-136 (194-5): burials, 199 (285), 200 (287); birch-bark drawing, 245 (348), 246 (349(; De la grande feste des Morts, 203-206 (291-295).

cu SCHULTZ, DR, M.P.—The Mound Builders of the West. Canadian Naturalist and Geologist, etc. Vol. IX. (1881), pp. 60-62.

Describes mounds and contents (skeletons, shells, ornaments), in Lisgar County, Manitoba.

tu SCHWATKA, FREDERICK.—Along Alaska's Great River. New York, 1885. Pp. 360.

Describes pp. 216-220, Ayan grave, near old Fort Selkirk, with full page illustration on p. 217; Ayan or Iyan paddle, p. 220; Ayan and Chilkat gambling tools, with figure. 227; dress and ornaments, 228; house and household implements, 230; Ayan moose-arrow, 230-232, with arrow figure on p. 231; knives, 232; winter-tent, 232-3; carved pins for fastening marmot snares, 152; ruins of old Fort Selkirk. 205.

tu SKIDMORE, E. RUHAMAH.—Alaska, its southern coast and the Sitkan Archipelago. Boston, 1885, pp. 333.

Pages 36-45 treat of the Haidahs. Houses and canoes of the Kasa-an (Haidah) Indians, 36-37; figures of three carved spoons and Shaman's rattle, 38; Haidah carvings and ornaments, 38-30; Shaman's totems, 41-42; figure of Kasa-an pipe, 268; totem-poles, 272-273; chief's residence at Kajan, figure, 274; Haidah canoes, 275; halibut-hook, 276; carving, 275-7.

ctu "SCIENCE," New York. Vol. IV. (1884), pp. 316-320.

Brief abstracts of papers read at Montreal meeting of the British Assoc. for Adv. of Science.
Range of Eskimo in space and time—Dawkins—316-317.
Huron Iroquois as typical race of Amer. Aborigines—Wilson—318.
Anthropological Discoveries in Canada—Hirschfelder—318.
Origin of Wampum—Hale—320.

tuc———Vol. VII. (1886), p. 186.

Brief note on exploration of mounds in Manitoba.
"It appears from surveys made during the past summer that the northern limits of the Mound-Builders lie beyond the Red River of the north."

ctu———Vol. IX. (1887), pp. 606-7. Ethnological notes. The Serpent among the North-west American Indians.

Contains (p. 606) figure of dancing implement representing the Sisiutl.
See American Antiquarian.

SCHOOLCRAFT, H. R.—Onéota.

Notices (p. 326), earthworks near Dundas, Ontario.

SCHOOLCRAFT, H. R.—The Indian in his Wigwam or Characteristics of the Red Race of America. New York, W. H. Graham, Tribune Buildings, 1847.

Pp. 324-327 contain a letter, dated from Dundas, Canada West, Oct. 26, 1843, giving an account of a visit to an ossuary in Beverley township. [Title and description from the Rev. W. M. Beauchamp, of Baldwinsville, N.Y.]

c SCOTTISH GEOGRAPHICAL MAGAZINE, THE. Vol. V. (1889), pp. 191-198. The Eskimo Tribes.

A review of "The Eskimo of Tribes; their Distribution and characteristics, especially in regard to language," by Dr. H. Rink (Vol. XI. of the Meddelelse on Groenland, Copenhagen, (1887). Treats of implements, pp. (192-193), dwellings, 193-194; dress and ornaments, 194; domestic industries and arts, 194-5; religion and folk-lore, 195; social organisation, 195-7; distribution and division, 197-198.

u SCOULER, JNO., M.D., F.L.S.—On the Indian Tribes inhabiting the N. W. coast of America. Ethnol. Journ. Journ. of the Ethnol. Soc. of London. Vol. I. (1848), pp. 228-252.

u SOUTHESK, THE EARL OF, K.T., F.R.G.S.—Saskatchewan and the Rocky Mountains, A Diary and Narrative of Travel, Sport and Adventure during a journey through the Hudson's Bay Territory in 1859 and '60, Edinburgh, 1875. XXX., 448.

Describes (p. 59) Cree calumet pattern on Skin Robe; p. 258, Assiniboine Pipe and stem, with figure; p. 261, Assiniboine knife-sheath and fire-bag.

u SPROAT, GILBERT, MALCOLM, ESQ.—The West coast Indians of Vancouver Island. Trans. of Ethnl. Soc., London. New Series, Vol. V. (1866), pp. 243-254.

Describes houses (pp. 247-249), arts (249), instruments (250).

u SQUIER, E.G., M.A.—Antiquities of the State of New York, being the results of extensive original surveys and explorations, with a supplement on the Antiquities of the West, Buffalo, 1851.

Notices (pp. 15-16), remains found on Canadian side opposite Morrisville by Dr. Reynolds (*q. v.*); p. 16, figure of terra-cotta mask found there. Pages 100-107 treat of ossuaries, etc., in Simcoe County, Ontario, after Bawtree (*q. v.*). P. 100, human bones, etc., discovered neor Barrie in 1846, ossuary near St. Tincents; 100-103, ossuary neas Penetanguishene in Township of Giny (read *Tiny*) examined in 1847, from which skulls, 26 kettles of copper and brass, 3 large conch-shells, piece of beaver skin, large iron axe, human hair, copper bracelet, beads, etc., were taken, description of pit, p. 101, kettles 100-102 (figure on page 102), conch-shells 102 (figure on 102), axe, with figure, 102, pipe 102-103, beads 103. Pages 103-104 describe another pit (2 miles from above), and contents; 104-105, a pit discovered in Oro township in November, 1847, in which several hundred skeletons, 26 kettles, one conch-shell, one iron axe, a number of flat perforated shell-beads and pipe were found. Pages 105-6 describe a pit in the Township of Giny (Tiny), from which a large number of skeletons, 16 conch shells, a stone and a clay pipe, copper bracelets, and ear-ornaments, red-pipestone beads, and copper arrowheads were taken. Pages 106-108 deal with a fifth pit in the centre of the Town of Tiny, with figure and plan opposite page 107. P. 108 notices a burial place on Isle Ronde, near the extremity of L. Huron, and one near Hamilton, Ont. Pages 108-110 contain quotation from Charlevoix (II., 194), on the *Fête des Morts* among the Hurons and Iroquois. On p. 142, and p. 267, are brief references to earthworks in Canada.

l STONE, WM. L.—Orderly Book of Sir John Johnson during the Oriskany Campaign, 1776-1777. Albany, 1882.

A note on page 68 describes a large Indian burial-ground on the shore of Button Bay, Wolfe Island, discovered in 1878, by reason of the washing away of the shore. Find of large spears, arrowheads and skulls (encesed in mica). Also a mound covering skeletons.

THOMAS, MISS NORA.—Burial Ceremonies of the Hurons. Translated from the Relations des Jésuites, 1636, pp. 128-139. Supplemental Note to "Burial Mounds of the Northern Section of the United States," by Prof. Cyrus Thomas in Fifth Annual Report of the Bureau of Ethnology, 1883-1884 (Washington, 1887), pp. 3-139.

Describes the burial customs of the old Hurons of the Province of Ontario as recorded by Brebœuf and others in the Jesuit Relations.

c THOMPSON, GILBERT.—Indian Time Indicators. American Anthopologist, Washington. Vol. II. (1889), pp. 118.

Describes from Hind (Vol. I p. 150), rude form of sun-dial employed by the Nascapee Indians.

TORONTO "MAIL." Vol. XVIII., No. 7,913. (February 27, 1889), p. 4, col. 6.

Description [from the St. John (N.B.) Educational Review] of Pictographs on the Fairy rocks, between Annapolis and Queen's County.

———September 20, 1889. P. 8, col. 2.

Notice of ossuary and contents, near Thornhill, Ontario.

cut TURNER, LUCIEN M.—On the Indians and Eskimos of the Ungava District, Labrador. Proc. and Trans. Roy. Soc. of Canada, Vol. V. (1887), Sec. II., pp. 99-119.

Describes Nascopie funeral customs, 113; dressing deer-skins, 110-111; wigwam, 111; method of burial of *Itivimut* (Ungava) Eskimos, Tahaagmagut, 103; dress of Tahagmyut, 102; ivory gambling-blocks, 102.

c ———Scraper of the Naskopie (Naynaynots) Indians. American Anthropologist, Washington. Vol. I. (1888), pp. 186-188.

Describes a bone-scraper of the Nascopies and method of making and manner of using it.

cu TYLOR, E. B., D.C.L., F.R.S.—Old Scandinavian Civilization among the Modern Esquimaux. Journ. Anthrop. Inst. of Gt. Brit. and Ireld. Vol XIII. (1884), pp. 348-356.

u TYTLER, PATRICK FRASER.—The Northern Coasts of America and the Hudson's Bay Company's Territories, with a continuation by R. M. Ballantyne. London, 1854.

Describes ornaments and implements of the Dog-Ribs, 148; house of the Diguthee Dinees or Quarrellers, 152-153; carved and painted posts, 180; canoes, 180; Eskimo nose-ornaments, etc., 234-255; dress, 235; Eskimo House of Assembly on Atkinson Island, 244-245; Kayaks and oomiaks, 369-370.

u VIRCHOW, HERR.—Die anthropologische Untersuchung der Bella-Coola. Zeitschrift für Ethnologie, 18. Bd. (1886), S. 206-215.

Treats of dance-masks, 208; houses and totem-poles, 208; wood-carving, 208; tattooing and scarring, 210-211; physical characteristics, 212-215, and table of measurements of body and skull of Bella-Coola.

l WELD, ISAAC, JR.—Travels through the States of North America and the Provinces of Upper and Lower Canada during the years 1795, 1796 and 1797. Fourth edition. Illustrated and embellished with 16 plates. London, 1807, 2 vols., I-VIII., 1-376.

Describes Indian dress and ornaments, 231-238; brooches, 236; bracelets, ring, ear-rings, etc., 236, nose-pendants, 237; silver and shell breast-plates, 237; utensils, 241-243; weapons, 243-244; wampum, 249-252; quill-work, 259-260.

c WEST, JOHN, A.M.—The Substance of a Journal during a residence at the Red River Colony, British North America and frequent excursions among the North-west American Indians, in the years 1821, 1822, 1823. Second Edition enlarged with a journal of a mission to the Indians of New Brunswick and Nova Scotia and the Mohawks on the Ouse or Grand River, Upper Canada, 1825-1826. London, 1827, I-XVI., 1-326.

Describes Eskimo toys, images, etc., 7; Indian (Saulteaux ?) burial, 33; burial of Stone (?) Indians, 55.

tu WHYMPER, FREDERICK.—Travel and Adventure in Alaska. New York, 1869. I-XIX., 353.

Describes (p. 74) masks used by the Aht Indians of Vancouver Islands with figure of the mask on page 77.

u WILSON, CAPTAIN.—Report on the Indian Tribes inhabiting the country in the vicinity of the 49th parallel of N. Latitude. Ethnol. Journ. Journ. of the Ethnol. Soc. of London. Vol. IV. (1865), pp. 275-332.

Describes, Kootenay head flattening: burials; dwellings; canoes; Selish houses; dress; native manufactures.

tuc WILSON, SIR DANIEL, L.L.D., F.R.S. E.—The Huron Race and its Head-Form. Canad. Journal, Second Series, Vol. VIII. (1871-3), pp. 113-134.

Plates opposite pp. 113, 126, 128; table of measurements, p. 131.

tu———Prehistoric Man. Researches into the origin of Civilization in the Old and New World. Cambridge and London, 1862, 2 vols. New Editions, 1876, 2 vols.

Passim, and at I., 105, archæological discoveries at Toronto.

u ———Supposed prevalence of one Cranial Type throughout the American aborigines. Edinburgh New Philos. Journ., VII. (1858), 1-32.

u ———Some ethnological phases of Conchology. *Ib.* IX. (1859), 65-82; 191-210.

u ———On some modifying elements affecting the ethnic signification of peculiar forms of the human skull. *Ib.* XIV. (1861), 269-281.

cu———On some modifying elements affecting the ethnic significance of peculiar forms of the human skull. Canadian Journal. Second Series, Vol. XV. (1861).

cut———Pre-Aryan American Man. Proc. and Trans. Roy. Soc. of Canada. Vol. I. (1882-3), Section II., pp. 35-70.

Brief references to Eskimo and Haidah dwellings, 38; Haidah carving and ornaments, 40; companion of art of Eskimo and man of Vezère, 48-50.

tcu———Inaugural Address. Read May 22, 1882. Proc. and Trans. Roy. Soc. of Canada. Vol. I. (1882-3), Sec. II., pp. 1-12.

Brief comparison (p. 14) of art of Eskimo and Haidahs.

utc———The Huron-Iroquois of Canada. A Typical Race of the American Aborigines. Proc. and Trans. Roy. Soc. of Canada. Vol. II. (1884), Sec. II., pp. 55-100.

*tu*WINSOR, JUSTIN.—The Progress of opinion respecting the origin and antiquity of man in America. Narrative and Critical History of America. Edited by Justin Winsor. Vol. I. (1889), pp. 369-412.

Contains valuable bibliographical items. Also, p. 377 and 389, figure of Hochelaga skull from Dawson "Fossil Men."

REMARKS.

The present contribution contains some 160 titles (the first contribution contained 74) and the compiler hopes, with about three more, to make the Bibliography fairly complete. The Relation, of the Jesuits, works like those of Charlevoix, Lafitau, etc., will be cited in the next section, as will also the mass of books of travel relating to the Arctic coast of British America (some of which will be found in the present section), together with local histories and fugitive articles in newspapers and periodicals.

☞ *C*, *l*, *t*, *u*, before a title mean that the work from which the title and description have been taken, is to be found in the Library of the Canadian Institute (*c*), the Library of the Ontario Legislature (*l*), the Toronto Public Library (*t*), or the Library of the University of Toronto (*u*). A work marked by an asterisk (*) is cited from a copy in the possession of the compiler.

CORRIGENDA.

Corrigenda in No. I. (Report, 1887-188). P. 6, l. 27, read Sœur Ste Hélène. P. 6, line 8, read 2 vols.; p. 3, l. 41, read Aborigènes.

REGULATIONS

AND

CORRESPONDENCE

RELATING TO

FRENCH AND GERMAN SCHOOLS

IN THE

PROVINCE OF ONTARIO.

PRINTED FOR THE EDUCATION DEPARTMENT.

TORONTO:
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1889.

INDEX.

	Page
I.—The Examination and Training of Teachers	3
II.—Text-books in French and German Schools	22
III.—Teaching of English	38
IV.—Commission on French Schools	51
V.—List of French and German Schools in the Province—Mr. Craig's motion	93
VI.—Instructions to Teachers and Trustees of French-English Schools	105
VII.—Commission on German Schools	110
VIII.—Extracts from Education Department Reports	115
IX.—The L'Orignal Case	122
X.—Memorandum on French and German Books—Educational Depository	134

REGULATIONS, SECTIONS OF THE PUBLIC SCHOOLS ACT, AND CORRESPONDENCE RELATING TO FRENCH AND GERMAN SCHOOLS IN THE PROVINCE OF ONTARIO.

I.—THE EXAMINATION AND TRAINING OF TEACHERS.

1851.

At a meeting of the Council of Public Instruction, April 25th, at which the Rev. Henry James Grasett, A.M., Chairman *pro tempore*; James Scott Howard, Esq., the Rev. John Jennings, and the Rev. Adam Lillie were present, the following minute was adopted:—

In reference to the programme of the examination and classification of teachers, and the letter of the Secretary of the Board of Public Instruction for the County of Essex, submitted to this council, as regards the granting of a certificate to a French teacher who is not conversant with the English grammar, it was

Ordered, That there be added to that programme the following:—

8. In regard to teachers of French or German, that a knowledge of French or German Grammar be substituted for a knowledge of English grammar, and that the certificate to the teacher be expressly limited accordingly.

Ordered further, That the above be communicated to the several County Boards of Public Instruction in Upper Canada.

The correspondence referred to above is as follows:—

Office of the Board of Public Instruction,
Sandwich, April 12th, 1851.

Sir,—I have been directed by the Board of Public Instruction for the County of Essex, to refer to your consideration the case of a candidate who made application to-day for a certificate of qualification as teacher.

It may not, perhaps, be necessary to inform you that the majority of the inhabitants of the Township of Sandwich are French Canadian, that the French language is in very general use, and that in most of the school sections of the township the teachers and pupils being French, the exercises and instruction in the schools are conducted in that language.

Of the candidates presenting themselves before the Board of Public Instruction and belonging to the Township of Sandwich there has not hitherto been any one who did not possess, at all events, in some degree, a knowledge of English language.

Mr. Gigon, who came before the Board to-day, is entirely ignorant of it, esent, a reference to the programme of examination prescribed by the Council of Public tion, the Board of Examiners present felt constrained to refuse to grant, at pr part certificate of qualification.

As, however, it might possibly be urged on behalf of Mr. Gigon, that in this of Upper Canada, in the midst of a French community, the programme of examinatio should not be strictly adhered to, and that there would be injustice in debarring a teacher from desiring a participation in the Government appropriation of moneys for schools, because although capable of imparting the elements of a good education, he conveys instruction only in the French language, the language of the pupils who attend his school—the Board have deemed Mr. Gigon's case of sufficient importance to be submitted to the chief superintendent as being decisive of the principle whether or not it is an essential toward the obtaining of Government support that teachers of common schools should deliver or be able to deliver their instructions in the English language.

Previous to Mr. Gigon's appearing before the Board, a memorial, a copy of which I beg leave to furnish herewith, was presented to the Board on behalf of some very respectable Canadian *habitans* of the school section in which Mr. Gigon is keeping school. I must mention to you in connection with this memorial that Mr. Gigon produced a proper certificate of having taken the oath of allegiance and also a very excellent testimonial as to character and capability as a teacher from Monsieur Père Point.

Mr. Gigon stated that there were about fifty pupils attending his school, all of them very young and all of whom spoke only the French language.

I remain, etc.,

S. J. MACDONELL,
Sec. B. P. I. for Essex.

J. G. Hodgins, Esq.,
Dep. Supt., Toronto.

To the Board of Public Instruction for the County of Essex, one of the United Counties of Essex and Lambton, in the Province of Canada:

The memorial of the inhabitants of School Section Number 6 in the Township of Sandwich, in the County of Essex,

Respectfully represents—That your memorialists considering the urgent necessity to forward elementary education in their school section, as well as in their township, as far as is in their power, are deeply affected and grieved to perceive that their efforts for that purpose are thwarted and rendered useless by the system of instruction introduced in our school section, as well as in other sections of this township, and we are informed,

That a set of school teachers have been introduced (and one in particular in our section) who is far from being qualified to be a teacher, within the meaning of the Statute, and otherwise wholly incapable of giving our children a good and wholesome English education—he the said teacher, named Gigon, a Frenchman newly arrived in this country, an alien, utterly unacquainted with the principles of the English language and less with the practice of it, having been appointed to teach our children. Your memorialists conceive they have a right to have their children taught in English, because they have discovered by experience that French instruction alone availeth them next to nothing at all, being an ornamental rather than a useful acquirement for the inhabitants of this county.

Your memorialists would, therefore, entreat the Board to take their case into favorable consideration and by proper investigation cause this great evil to disappear, which evil, if suffered, will throw us back considerably from our surrounding neighbors.

Your memorialists, therefore, earnestly pray to afford them relief, and, as in duty bound, will ever pray.

(Signed)	JULIEN PARENT,
"	JEAN B. CAMPEAU (père),
"	JEAN B. CAMPEAU (fils),
"	LOUIS CAMPEAU,
"	ANTOINE PERAULT,
"	ALEX. LABATE,
"	DAVID CAMPEAU,
"	THOMAS LOUIS TREMBLE,
"	ADOLPHUS CHARRON,
"	CAMILLE PARENT,
"	ELANDE LABATE,
"	JULIEN LABATE,
"	CHARLES LABATE,
"	CHARLES CAMPEAU,
"	L. POUPART,
"	RICHARD DUCHENE,
"	GREGORIE HEBERT.

SANDWICH, School Section No. 6,
April 9th, 1851.

EDUCATION OFFICE,
TORONTO, April 30th, 1851.

SIR,—I have the honor to acknowledge the receipt of your letter of the 12th instant, enclosing a memorial from certain inhabitants of School Section No. 6, Township of Sandwich, and to state in reply that there is nothing in the school law to prevent the Board of Public Instruction for the County of Essex to grant a certificate of qualification to any person upon passing the requisite examination who shall have complied with the conditions contained in the 2nd clause of the 29th section of the School Act.*

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* *School Act of 1850. (13 and 14 Vic., Chap. 48.)*

XXIX. And be it enacted, That it shall be the duty of each County Board of Public Instruction :

(1) *Times of Meeting.*

Firstly. To meet not less than four times a year ; to determine the time and place of its own meetings, and the order of its proceedings, and the manner of recording them.

(2) *Grant Certificates of Qualification.*

Secondly. To examine and give certificates of qualification to teachers of Common Schools, arranging such teachers into three classes according to their attainments and ability, as shall be prescribed in a programme of examination and instruction to be provided according to law : also, to annul any such certificate as it shall judge expedient : provided always that no certificate of qualification shall be given to any person as a teacher who shall not furnish satisfactory proof of good moral character ; nor to any person who shall not, at the time of applying for such certificate of qualification, be a natural born or naturalized subject of Her Majesty, or who shall not produce a certificate of having taken the oath of allegiance to Her Majesty before some one of Her Majesty's Justices of the Peace for the county in which he shall be a resident ; and all Justices of the Peace are hereby authorized to administer such oath of allegiance : provided also, that any such certificate of qualification shall be general as regards the county or limited as to time or place, at the pleasure of the majority of the members of the County Board of Public Instruction present at such examination : provided likewise, that every such certificate shall have the signature of at least one local Superintendent of Schools.

Mr. Gigon having complied with those conditions, as intimated in your letter, the Council of Public Instruction for Upper Canada has sanctioned a liberal construction of the programme to which you refer, making the term "English" convertible into the term "French" where it occurs. and when applied to French candidates for examination before the County Board of Public Instruction. The certificate should, of course, be expressly limited to teaching in the French language.

In reference to the memorial, I would observe that it involves an interference with the constitutional school authorities of the section, in the discharge of their duties to their constituents, which neither the County Board nor the Department has any legal right to make. The law justly invests the trustees with the sole authority and responsibility of employing and paying a teacher.

I have also received a communication from the Township Superintendent, containing a remonstrance on the part of the trustees. My reply to him will be similar to the foregoing.

I have, etc.,

J. GEORGE HODGINS.

S. J. MACDONELL, Esq.,
Sec. Board Pub. Instruction,
Sandwich.

SANDWICH, April 16th, 1851.

To J. GEORGE HODGINS, Esq., etc., etc.,

SIR,—I beg to enclose you the petition of the Trustees of School Section No. 6, Township of Sandwich.* Two days ago Mr. Gigon, the person mentioned in the petition, presented himself to be examined, and objection was raised by one of the examiners that he was not eligible to be a teacher, as he did not understand English ; this is the reason why the trustees address you.

I see nothing in the Act requiring that teachers must be acquainted with the English

---

*A Monsieur le SURINTENDANT DES ECOLES,
à Toronto.

Nous, soussignés sindics de l'arrondissement d'école No. 6 dans le township de Sandwich :—

Ayant été choisis légalement pour representer tous les habitants du dit arrondissement, prenons la liberté de nous adresser en toute confiance à vous le surintendant de l'école et l'ami de l'éducation de nos enfants, pour obtenir une réponse favorable.

1o. Cette division est une des moindres du pays tant pour le nombre des enfants que pour l'état de la fortune des parents ; elle ne peut produire qu'une bien petite retribution pour l'instituteur.

2o. Cette division est composée de familles ne parlant que le Français.

3o. Elle a essayé depuis bien des années à avoir une école sans y réussir. L'année dernière, un habitant du lieu s'est offert pour enseigner le Français et l'Anglais. Il n'a pu réunir assez d'enfants pour pouvoir donner ses leçons ; l'allocation a donc été perdue, au grand regret des pères de famille.

4em. La division, après maintes recherches, n'a pu trouver un seul maitre parlant les deux langues.

5em. Mr. Gigon, homme respectable ne parlant que le Français, s'est présenté, nous l'avons introduit dans notre école, après avoir consulté M. le surintendant local, avec sa permission de lui faire subir un examen en Français. Le Bureau d'Examinateurs ne devant siéger que deux mois après, à peine introduit, plus de quarante enfants sont entrés à l'école, à la grande satisfaction des parents et de nous, qui voyons enfin réalisés nos plus pressants désirs.

Aujourd'hui on refuse d'examiner le maitre, sous le prétexte de l'article qui exige de savoir lire l'Anglais.

Nous demandons à l'autorité qu'il nous soit permis de conserver notre bon maître quoiqu'il ne soit pas qualifié pour la langue Anglaise.

Si votre réponse n'est pas favorable, nous resterons donc encore sans école, et cependant nous payons les taxes et nos enfants restentet veillissent dans l'ignorance.

Nous espérons, M. le Surintendant, que vous voudrez bien ne pas abandonner à un triste sort la partie du pays dont nous sommes représentants.

En nous accordant le bien fait que nous réclamons de votre zèle vous mériterez un redoublement de reconnoissance et d'estime de la part des soussignés qui ont l'honneur d'être,

Monsieur le Surintendant,
Vos très humbles et obéissants serviteurs,

Marque de Mr. × MORAN,
devant témoins.
Marque de Mr. × LĒTOURNEAU,
devant témoins.
(Signé) MEDART GOUIN.

Syndics de l'Ecole No. 6, E. de Sandwich.

language. There are several school sections in this township where the children cannot speak English, and it appears to me that a teacher who understands the English tongue would be of no use in such sections, as neither the teacher nor the pupil could understand each other. A teacher competent to teach English and French cannot be procured at all times. You will be pleased to give your opinion on this case and oblige.

Your most obedient servant,

P. McMULLIN,
Superintendent.

EDUCATION OFFICE,
TORONTO, 30th April, 1851.

SIR,—I have the honor to acknowledge the receipt of your letter of the 16th inst., enclosing a communication from the Trustees of School Section No. 6, Township of Sandwich, and to state in reply that there is nothing in the School Act to prevent the Board of Public Instruction for the County of Essex from granting a certificate of qualification to any person upon passing the requisite examination, who shall have complied with the conditions contained in the 2nd clause of the 29th section of the School Act.

Mr. Gigon having complied with these conditions as intimated in a letter I have received from the Secretary of the County Board, the Council of Public Instruction for Upper Canada has sanctioned a liberal construction of the programme for the examination and classification of teachers, making the term "English" convertible into the term "French" where it occurs and when applied to French candidates for examination by the County Board. The certificate should, of course, be limited to teaching in the French language.

The School Act expressly authorized trustees to employ any qualified teacher they please; should, therefore, Mr. Gigon obtain a certificate from the County Board, the Trustees can engage his services, and no Board or school officers can prevent them, as has been assumed in a memorial transmitted to me by the Secretary of the County Board from certain inhabitants of School Section No. 6, Sandwich.

I have, etc.,

J. GEORGE HODGINS.

P. McMULLIN, Esq.,
Local Superintendent,
Sandwich.

Council of Public Instruction.

1858.

Members present on December 17th, 1858:—

The Hon. S. B. Harrison, Chairman.
The Chief Superintendent of Education.
The Hon. J. C. Morrison, Q.C.
The Rev. J. McCaul, LL.D.
J. S. Howard.
The Rev. Jno. Jennings, D.D.
The Rev. Adam Lillie, D.D.
The Rev. Jno. Barclay, D.D.

Section No 8 of qualifications of third class teachers of the programme for the examination, etc., of teachers adopted on this date as follows:—

"In regard to teachers of French or German, a knowledge of the French or German may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly."

Members present on March 28th, 1871 :—

Rev. Jno. McCaul, LL.D., Chairman *pro tem.*
The Chief Superintendent of Education
The Very Rev. H. J. Grasett, B.D.
The Rev. Jno. Jennings, D.D.
The Ven. T. B. Fuller, D.D.
The Rev. G. P. Young, M.A.

Section 2 of the explanatory note in the revised programme for the examination and classification of teachers adopted on this date as follows:—

"In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly."

Berlin, 9th November, 1871.

Sir,—I have the honor to state that, previous to the July (1871) examination, I called at your office and made enquiries in regard to what provision had been made for the examination of candidates for certificates of qualification as teachers of the German language. Your reply was "that the matter had been overlooked by the Council of Public Instruction," and further, "that it was then too late to take the subject into consideration before the then approaching examination." You then instructed me to grant six months' certificates to such German candidates as would present themselves for examination in July, and by giving you early notice of our requirements, you said due attention would be given to the matter by the Council of Public Instruction, and every provision made for the examination of such candidates at all future examinations.

Six German candidates presented themselves at the July examination and are now teaching under the authority above referred to. In all probability about fifteen (15) will apply at the January (1872) meeting.

I hope this notice will be in ample time to allow of every preparation being made. The Germans of this county are a brave and highly intelligent people, but exceedingly sensitive on the question whether their language is to be continued in their schools.

I have, etc.,

THOMAS PEARCE,
County Inspector.

Dr. J. George Hodgins,
Dy. Supt. Education,
Toronto.

15th November, 1871.

Sir,—I have the honor, in reply to your letter of the 9th instant, to request that you would submit some suggestions as to the manner in which you think the case of German candidates for teachers' certificates can be met.

I suppose they can all read English, and the ordinary examination papers can be used by them without translation, allowing them to prepare their answers in German, except in reading, spelling, etymology and grammar, in which some members of your Board might prepare examination papers. The certificates of the candidates would be for teaching schools in the German language and not English schools, and would be made either for three years or permanent, as determined by your Board.

I have, etc.,

E. RYERSON.

Thos. Pearce, Esq.,
Inspector Co. Waterloo,
Berlin.

CHRONICLE OFFICE,
WATERLOO, November 13th, 1871.

J. G. HODGINS, Esq.,
Deputy Superintendent,
Toronto.

DEAR SIR,—I beg respectfully to enquire whether it is the intention of the Council of Public Instruction to furnish questions in German grammar for the use of such candidates for Teachers' Certificates as may, at the forthcoming examination, elect to be examined in that language.

We shall probably be questioned in reference to this matter by parties interested as soon as the early approach of the examination becomes known.

. . . . . (Other subjects).

Yours, etc.,

THOS. HILLIARD,
Secretary of Board of Examiners.

21st NOVEMBER, 1871.

SIR,—I have the honor to state, in reply to your letter of the 13th instant, that with respect to German candidates a communication has been sent to the County Inspector, of which I enclose a copy.

(See letter to Thomas Pearce, Esq., above.)

I have, etc.

T. HILLIARD, Esq.,
Secretary Board of Examiners,
Co. of Waterloo, Waterloo.

3rd MAY, 1872.

GENTLEMEN,—I have the honor to state that the memorial you have addressed to the Council of Public Instruction has been laid before that body, and by their request has been transmitted to the Government, with the view of procuring the action that may be necessary in the matter.

I have, etc.,

E. RYERSON.

Messrs OTTO KLOTZ and others,
Berlin.

6th MAY, 1872.

SIR,—I have the honor to transmit, at the request of the Council of Public Instruction, a memorial from certain German-speaking inhabitants of the County of Waterloo, praying for the appointment of a person as "Inspector of the German departments of all Public Schools in the Province of Ontario."

As the Council does not possess the power to make the desired appointment, the matter is referred for the consideration of His Excellency in Council.

I have, etc.,

E. RYERSON.

The Honorable P. Gow, M. P.P.,
Provincial Secretary,
Toronto.

At the last quarterly meeting of the German-Canadian Society the following resolution was passed unanimously:—

That in the counties of the Province of Ontario, where German-English schools are existing, or may be yet started, the County Council shall appoint a commission or board of professional educators who shall have authority to examine German teachers and grant certificates; it shall also be the duty of one of the members of such board to visit with the County Inspector, or alone, all such schools in which the German language is taught, and he shall have the same power regarding the method of teaching and the general government of such German schools as the County Inspector has.

It was further resolved that a delegation be sent to Toronto to lay this resolution before the Government and members of the Assembly of Ontario, and also to confer with the Chief Superintendent of Schools about the matter. Messrs. Lang, Korman and Klein were elected to proceed to Toronto in accordance with the above resolution.

(Signed,) JOHN KLEIN,
President.

ERNEST SEEBER,
Secretary.

VICTOR LANG,
Vice-President.

(Received at Department 29th January, 1872.)

Provincial Secretary's Office,
Toronto, 28th May, 1872.

Sir,—With reference to your letter of the 6th instant and the memorial from the German-speaking inhabitants of the County of Waterloo therewith enclosed, I am to request that you will communicate for the information of the Government, your views with reference to the subject matter of that memorial.

I have, etc.,

PETER GOW,
Secretary.

Rev. Dr. Ryerson,
Chief Supt. of Education,
Toronto.

Toronto, May 30th, 1872.

Sir,—I have the honor to acknowledge the receipt of your letter of the 28th instant, requesting me to communicate for the information of the Government my views with reference to the subject of the memorial of German inhabitants of the County of Waterloo, praying for the appointment of a German Public School Inspector.

I am somewhat at a loss what to recommend or say on the subject. According to the memorial in question there are only about eighty schools in which German is the native language of any considerable number of the pupils; and these schools are chiefly situated in six counties, but in all these schools English is taught and the teacher is required to have a certificate of qualification to teach the ordinary subjects of Public School education. The inspection and examination in English and the administration of the law in respect to all these schools are already provided for through the county inspectors. The examination of teachers in the German and French languages is also provided for by the regulations adopted by the council some months since, authorizing the county councils, within whose jurisdiction there are German or French inhabitants, who wish their children taught their native tongue, to appoint any person whom they may deem competent to examine teachers in the German or French language, as members of the Board of Examiners.

The only thing not formally provided for is the examination of pupils in German, I have understood that the county council in each of the counties where there are German schools, has appointed an inspector who understands German as well as English, though he may not be, strictly speaking, a German scholar.

I think the case may be fully met by enacting a clause in the law, authorizing the county council in any county in which there are German schools, to appoint, if it will judge expedient, a person whom it shall deem competent to examine the pupils of such schools in the German language, and report the result to the county inspector with such explanations and remarks as he may deem expedient, and the county council shall grant for such service not less than five dollars per school, which may be supplemented by a like sum out of the public revenue to order of the Lieutenant-Governor in Council.

Such an arrangement will not interfere with the authority of county councils to make all appointments for the inspection of Public Schools, will not interfere with the ordinary administration of the school law; will gratify the German inhabitants at the same time that it will not create such an appointment in any county in which the county councils shall not deem it expedient.

I may also add that I do not think there are any German settlements requiring German to be taught in the Public Schools where there will not be found educated German clergymen, Protestant or Roman Catholic, if not others, fully competent to examine the pupils in German and judge of the efficiency of the teaching in German. In or from counties where there are German settlements, I have met or had correspondence with clergymen, both Protestant and Roman Catholic, who appeared to be accomplished scholars and gentlemen.

I have, etc.,

E. RYERSON.

The Hon. PETER GOW, M.P.P.,
Provincial Secretary,
Toronto.

Council of Public Instruction.

Members present on July 4th, 1871:—

The Rev. Jno. McCaul, LL D., Chairman *pro tem.*
The Chief Superintendent of Education.
The Very Rev. H. J. Grasett, B.D.
The Rev. Jno. Jennings, D.D.
The Rev. G. P. Young, M.A.

Section 2 of "Explanatory Note," under head of "Valuation and Duration of Certificates" of the Revised Regulations and programme for Public Schools, adopted on this date as follows:—

"In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly."

Members present on November 13th, 1871:—

The Very Rev. H. J. Grasett, B.D., Chairman *pro tem.*
The Chief Superintendent of Education.
The Rev. J. Jennings, D.D.
The Hon. Wm. McMaster.
The Ven. T. B. Fuller, D.D.

On this date it was "ordered that the Chief Superintendent be authorized to make such provision for the examination of those candidates for certificates who speak the German language as he may deem expedient."

1871.

By Section 5 of the School Act of 1871, it was provided that, "In counties containing any municipality wherein the French or German language is the common or prevailing language, an inspector may have charge of any number of schools not less than forty."

Members present on February 9th, 1872 :—

The Rev. J. McCaul, LL.D., Chairman *pro tem.*
The Chief Superintendent of Education.
The Very Rev. H. J. Grasett, B.D.
The Hon. Wm. McMaster.

On this date it was ordered, "That the County Councils within whose jurisdiction there are French or German settlements be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language at the semi-annual examinations.

Members present on October 8th, 1874 :—

The Very Rev. H. J. Grasett, B.D., Chairman.
The Chief Superintendent of Education.
James MacLennan, Q.C., M.P.
The Rev. Jno. Ambery, M.A.
The Rev. Bishop Carman, D.D.
Daniel Wilson, LL.D.

On this date section 4, under the head "Conditions required of candidates for certificates of qualification as teachers" of the Public School Regulations was adopted as follows :—

"In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly. In regard to these settlements, it was ordered by the Council of Public Instruction that the County Councils within whose jurisdiction there are French or German settlements, be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the semi-annual examinations."

July, 1883.

Extract from the Regulations adopted by the Education Department.

In regard to teachers in French or German settlements a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly. The County Councils, within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language.

1885.

In the session of 1885 power was conferred upon county councils to appoint additional examiners in certain cases.

"170. Where deemed necessary from the general use of the French or German language, it shall be lawful for the county council to appoint two additional examiners for the purpose of conducting examinations in either of the languages aforesaid, of such candidates as may present themselves for certificates to teach a public school, subject to the regulations of the Education Department. 48 V., c. 49, s. 170.

Toronto, 15th July, 1885.

Dear Sir,—You will have noticed by the Act of last session that power has been conferred upon county councils to appoint French examiners in addition to those authorized as constituting county boards. I propose calling the attention of county councils specifically to this provision, and in that case it is altogether likely that examinations in French will be held in several counties. In order that these certificates might be as nearly of the same value as possible, I thought it would be wise in the new regulations to indicate some common standard which the various boards of examiners might adopt. Would the entrance to the High Schools be sufficiently high? If so, I could simply indicate that in preparing examination papers the board should have that standard in view. Let me have your opinion at an early date, and oblige,

Yours truly,

G. W. ROSS.

O. Dufort, Esq.,
Assistant Pub. School Inspector,
Curran.

Curran, 20th July, 1885.

The Honorable
The Minister of Education.

Sir,—I certainly approve of your intention of having examinations conducted in French, and of having a common standard by the various Boards of Examiners. Although I remarked that the teachers under my control are advancing in culture and efficiency, still I think that the entrance to the High Schools will be sufficiently high for the present. I have no doubt that this is a right step in the right direction . . . (other subjects).

Yours truly,

O. DUFORT,
Inspector.

Regulations approved by the Education Department in August, 1885.

153. Where the County Council appoints two members to conduct examinations in French or German, as provided in section 170 of the Public Schools Act, such additional persons shall be members of the Board for all purposes prescribed in the said School Act, and in the regulations herein set forth.

154. In preparing examination papers for candidates who write in the French or the German language, the standard prescribed for entrance to High Schools shall, as nearly as possible, be adopted by the examiners.

155. In addition to the examination conducted in the French or the German language, every candidate for a teacher's certificate shall be required to pass such examinations in English grammar and in translation from French or German into English, as may be prescribed by the Board of Examiners.

1886.

RUSSELL, 25th May, 1886.

SIR,—Our Board of Examiners and our County Council are anxious to have some provision made for the professional training of the teachers of our French schools. The knowledge of the English language possessed by the majority of these teachers is not sufficient to enable them to take advantage of the training given in our present Model school.

We have no school to do the work that could fulfil the requirements of the regulations of the Education Department relating to Model schools, as the largest of our French schools employs two teachers only, and it is, we believe, impossible to procure a full staff of teachers that have received Normal training in Ontario. But the trustees of one of our largest French schools have a suitable building, and are willing to employ for Model school work a principal trained in one of our Normal schools, with two experienced assistants.

Will you please inform me whether the Minister of Education would make the usual grant of $150 toward such a school?

You will confer a favour by giving an early answer, as it is our wish to have the school in operation for this year's Model school work.

I have, etc.,

W. J. SUMMERBY,
I. P. S.

The SECRETARY,
Education Department, Toronto.

TORONTO, 7th June, 1886.

SIR,—In regard to the establishment of a French Model school, I would recommend that the offer of Inspector Summerby be accepted if he will provide a suitable building of at least three rooms, a staff of three teachers, conversant with English as with French, of whom the principal shall hold at least a second class Normal certificate. The assistants should have certificates granted in this Province. Provision should be made to give the teachers a course of instruction in English, and a review of the work they will have to do in school, for many are very weak in their non-professional work. Arrangements could be made to have an examination at the close of the term, in this work as in the professional. It should also be arranged that the principal be free for a part of his time to attend to the students in training.

Yours, etc.,

J. F. WHITE,
Inspector Separate Schools.

ALEX. MARLING, Esq.

MEMO.—I would recommend that Inspector Summerby be instructed to open the Model school for the training of French teachers, on the conditions which Mr. White suggests, viz:—That the principal be able to instruct in English as well as in French, and that provision be made by the trustees for relieving him from all public school work during at least half of each day.

J. J. TILLEY.

TORONTO, 14th June, 1886.

DEAR SIR,—Your letter of the 25th ult., has been under consideration, [of the Minister] and you are hereby authorized to open the Model school for the training of French teachers, on the following conditions :—

1. That the principal be able to instruct in English as well as in French, and hold at least a second class Normal school certificate.

2. That provision be made by the trustees for relieving him from all public school work during at least half of each day.

3. That the other two teachers be also conversant with both English and French, and hold certificates granted in this Province.

4. Provision should be made to give the teachers a course of instruction in English, and a review of the work they will have to do in school, many being weak in their non-professional work.

Arrangements could be made for an examination at the close of the term in this work, as well as the professional.

5. That a suitable building of at least three rooms, be provided.

The usual grant of $150 will be made on the above conditions.

Yours, etc.,

ALEX. MARLING,
Secretary.

W. J. SUMMERBY, Esq.,
I. P. S. Prescott and Russell, Russell.

RUSSELL, 15th November, 1886.

SIR,—Referring to the proposed Model school for the training of French teachers. I have the honour to report for the information of the Honourable the Minister of Education that we were unable to establish it owing to the fact that no suitable and properly qualified principal could be found to take charge of it.

I have, etc.,

W. J. SUMMERBY,
Inspector Public Schools.

The SECRETARY,
Education Department, Toronto.

1889.

TORONTO, 13th August, 1889.

MY DEAR MR. SUMMERBY,—I am under the impression that another Model School in the Counties of Prescott and Russell, established on a somewhat broader basis than the ordinary Model School, would serve the purpose required by the present dearth of French-English teachers, as a special Training School. There are peculiar difficulties at L'Orignal, which, will perhaps make it impossible to open the Training School there,

Is there accommodation at Curran or Plantagenet? Which of these places is most central for the United Counties? Which would supply the greatest number of teachers from the immediate neighborhood? and at which of these places could we establish more easily a Model School where both languages would be taught? Reply fully at your earliest convenience, and oblige,

Yours truly,

(Signed) GEO. W. ROSS,

W. J. Summerby, Esq.,
I. P. S., Russell.

School Inspector's Office, Russell, 17th August, 1889.

Dear Sir,—In reply to your letter of the 13th inst., I have to say that I think Plantagenet the most eligible place for the proposed Training School. The following are some of the reasons for my thinking so:

1. As to centrality, there is little to choose between Curran and Plantagenet, both villages being in the Township of North Plantagenet, and the distance from one to the other being less than four miles; but Plantagenet is by that distance nearer to steamboat landing and railway station, and is on the main thoroughfare through the Counties, where that thoroughfare crosses the Nation river, and where we have the only bridge crossing that river in the County of Prescott. I may also say here, that the Vaudreuil R. R., if built, must cross the Nation, at or near Plantagenet.

2. The school population is larger at Plantagenet; the student teachers will thus have more opportunities for practice in teaching.

3. The accommodation is better at Plantagenet. At Curran there are but two rooms in the school-house; at Plantagenet there are three rooms at present used for school purposes, and the upper storey now used by the Township as a Town Hall, can be taken possession of by the Trustees at any time that it may be needed, on their paying the Township authorities what the latter have spent on the building.

4. The Plantagenet school can be made a Model one at once; all the instruction (except in the purely French subjects) can be given in English.

5. About one-fourth ($\frac{1}{4}$) of the pupils at Plantagenet are the children of English speaking parents; the teachers-in-training would hear English read with the proper accent. At Curran there are no English speaking pupils, I believe; at most there p[illegible] be per cent. of English pupils.

Outside of the school-room, English is heard ten times in Plantagenet for once in Curran.

Your obedient servant,

(Sg'd) W. J. SUMMERBY,
I. P. S.

Hon. G. W. Ross,
Minister of Education,
Toronto.

Toronto, 24th August, 1889.

My Dear Sir,—In conversation with Mr. Summerby who called at my office on his recent visit to Toronto, it was decided, subject to your approval, to hold a Teachers' Institute for the French-English department of the Counties of Prescott and Russell extending

over four days, beginning on the first of October. I asked Mr. Summerby to see you and to discuss the matter with you in order that your opinion might be got in regard to the whole question. If such an Institute is held, I would like very much if you would do your best with the teachers of whom you have charge to secure their presence as I am taking some pains to supply you with very valuable assistance.

Yours truly,

(Signed) GEO. W. ROSS.

O. Dufort, Esq,
Inspector Public Schools, Curran.

Toronto, 18th September, 1889.

My Dear Sir,—I hope you will be able to settle during the meeting of the Teachers' Institute in the first week in October upon the establishment of another County Model School. If you think Curran is a better place by all means let it be there. It will be necessary, however, to have the desired accommodation and before the school is permanently located the Trustees should be bound, if the room at present is insufficient to provide the accommodation in connection with the public school before next midsummer. Rooms might be temporarily found somewhere else. The financial aid would be as follows:—Grant from the Department for ordinary County Model School $150.00. Grant from County Council $150.00. Supplementary aid by the Government not to exceed $600.00. These sums would pay and perhaps more than pay the salary of the Principal. I would also like you to agree upon regulations for the internal administration of the school particularly the Principal's relation to the staff and his control over the school generally. This would likely be where friction would arise unless precaution were taken. It ought to be distinctly understood that the Government could not undertake any expenses in connection with the erection of rooms. I am very glad to see the energy with which you have thrown yourself into the proposed move for the improvement of the French teachers.

Yours truly,

(Signed) GEO. W. ROSS.

W. J. Summerby, Esq.,
Inspector Public Schools, Russell.

On the 31st day of August the following circular was sent to the teachers and trustees of the counties of Prescott and Russell:—

Inspectors' Office, 31st August, 1889.

To the Secretary of the School Board:

Dear Sir—On consultation with the Education Department it has been decided to hold a convention of the teachers of every school in the Counties of Prescott and Russell in which French is taught at the village of Plantagenet, beginning on Tuesday, the 1st day of October, and extending over a period of four days. Although these conventions are usually limited to two or three days it is thought, under existing circumstances, the longer term would be more profitable. The Minister of Education has kindly placed at our disposal the services of Mr. Tilley, Inspector of Model Schools, Mr. Scott, B.A., the

Mathematical Master, and Mr. McGuirl, B.A., the drawing master of the Ottawa Normal School, who have already agreed to take up the subjects assigned to them on the programme enclosed, in addition to the work which we propose to undertake ourselves. It is of very great importance to the pupils attending the schools of the county that the teachers to whom they look for instruction should understand the best methods of teaching every subject in the course of study. We are most anxious therefore that every teacher should attend this convention, as it is not often that we can obtain such valuable assistance as has been secured in this case. We hope you will not only direct and encourage the teacher of your school to attend, but also where possible furnish him with conveyance to and from the meeting, or what would be even more gratifying to us, attend with him. Many matters of interest will come before the convention which we are quite sure will be profitable to trustees as well as teachers. As the Inspectors for the united counties we are most anxious that the schools under our charge should keep pace with the most advanced schools in the Province.

We have the honor to be, Sir, your obedient servants,

W. J. SUMMERBY,
O. DUFORT, } Inspectors.

TEACHERS' INSTITUTE.

To Teachers and Trustees:

We have been instructed by the Hon. the Minister of Education to hold a special Institute for the French teachers of the counties in the village of Plantagenet, beginning on Tuesday, the 1st of October, and lasting four days.

The principal part of the work will be done by Messrs. J. J. Tilley, Inspector of County Model Schools, and W. Scott, B. A., mathematical master in the Ottawa Normal School.

The object of this Institute is to give instruction in the best methods of teaching the different subjects on the Public School programme of studies, special attention being given to English. Lectures will also be given on School Organization and Management. The drawing master in the Ottawa Normal School will be present, and will give lectures on that subject.

As this Institute is held for the special benefit of the teachers in the French schools, most of whom have had no professional training, it is expected that all these teachers will be present.

Trustees are requested to assist teachers, where necessary, in getting to and from the Institute.

Trustees and all interested in education are cordially invited to attend.

Work will begin at 10 a. m. on Tuesday, October 1st, and at 9 a. m. on the succeeding days, and the roll will be called at the beginning of each session.

W. J. SUMMERBY,
Inspector of Schools.

O. DUFORT,
Assistant Inspector.

PROGRAMME.

Tuesday, 1st October.

10—11 a. m.....	Opening Addresses.....	
11—12.....	English Lessons for French Pupils....	J. J. Tilley.
2—2.40 p. m.....	Method : How we learn.....	W. Scott, B. A.
2.40—3.20.....	Drawing for 1st and 2nd Forms.....	T. McGuirl, B. A.
3.40—4.20.....	English Lessons for French pupils....	J. J. Tilley.
4.20—5.....	How to teach number.....	W. Scott, B. A.

Wednesday, 2nd October.

9—9.40 a. m.....	The Simple Rules in Arithmetic.....	W. Scott, B. A.
9.40—10.20.....	Drawing for 3rd and 4th Forms.....	T. McGuirl, B. A.
10.40—11.20.....	Geography for Juniors	J. J. Tilley.
11.20—12.....	Application of the Simple Rules.....	W. Scott, B. A.
2—2.40 p. m....	Notation	J. J. Tilley.
2.40—3.20.....	Junior French Reading.....	O. Dufort.
3.40—4.20	Discipline.....	W. J. Summerby.
4.20—5.....	Geography for Seniors.....	J. J. Tilley.

Thursday, 3rd October.

9—9.40 a. m.....	Reading 1st Form.....	J. J. Tilley.
9.40—10.20.....	Senior French Reading.....	O. Dufort.
10.40—11.20.....	Desk Work for Little Ones.....	W. J. Summerby.
11.20—12.....	Reading 2d Form.....	J. J. Tilley.
2—2.40 p. m....	Fractions.....	J. J. Tilley.
2.40—3.20.....	French Composition	O. Dufort.
3.40—4 20.....	Desk Work for Seniors.....	W. J. Summerby.
4.20—5.	Grammar for Junior Pupils.....	J. J. Tilley.

Friday, 4th October.

9—9.40 a. m....	School Management	J. J. Tilley.
9.40—10 20.....	Registers and Reports, School Premises.	O. Dufort.
10.40—11.20.....	Writing.....	W. J. Summerby.
11.20—12.....	Grammar for Seniors.....	J. J. Tilley.
2—3 p. m.....	Reading for Seniors	J. J. Tilley.
3—4.....	Closing Addresses.....	

RUSSELL, 7th Oct. 1889.

DEAR SIR,—On the 4th instant our Board of Examiners met at Plantagenet and passed a resolution establishing the French Model School at that village, if the Trustees accept it on the following conditions :—

1. That the school be in operation for the training of teachers during the whole year.

2. That the school be free to the atudents in training for at least three years from the establishment thereof.

3. That the room for Model School purposes be at least 24 x 30, be properly furnished, and be attached to the Public School building.

4. That the Board of Trustees appoint a principal, subject to the approval of the Minister of Education; that all the assistants be qualified to teach in Ontario, and that one of them at least to be a Normal trained teacher, holding at least a Second-Class Certificate.

5. That the Model School Master be principal of the Public School as is now provided for by the regulations governing County Model Schools.

6. That the Board of Trustees provide the required accommodation and have the school ready to go into operation on the 1st of January, 1890.

Your Obedient Servant,

(Signed) W. J. SUMMERBY.
Inspector Public Schools.

Hon. G. W. Ross,
Minister of Education,
Toronto.

At a Special Institute for the French teachers of the United Counties of Prescott and Russell, held in the Village of Plantagenet during the first four days of October, 1889, and at which forty-eight teachers were present, the following resolution was passed unanimously:—

"Moved by T. Stuart, seconded by L. Parent, that the following resolution, drafted by the Committee, be adopted, and that a copy of it be sent to the Hon. Mr. Ross, Minister of Eduction:

"*Resolved*, That the thanks of the teachers present are due to and are tendered to Messrs. Tilley, Scott, McGuirl and our Inspectors, Messrs. Summerby and Dufort, for the thoroughly practical course of lectures that they have delivered during the past few days, and we desire to convey to the Hon. Mr. Ross our appreciation of the interest that he is taking in the educational affairs of these counties:

"1. In appointing a commission of enquiry that the people in Ontario might have an authoritative exposition of the true state of affairs in our schools;

"2. In affording such valuable aid at this Institute for French teachers;

"3. In taking measures for the establishment of a training school wherein our teachers may obtain a professional education similar to that given to the other teachers of the province. We also desire to assure the Hon. Minister that he shall have our hearty co-operation in his efforts to improve the standing of our schools, and especially that we shall endeavor to carry out the regulations relating to the more efficient teaching of the English language in our schools.

"J. BELANGER,
"Secretary.

"Plantagenet, October 4th, 1889."

On the 18th day of October the Trustees of the Plantagenet Public School accepted the training school in the following terms:—

PLANTAGENET, October 18th, 1889.

W. J. SUMMERBY, ESQ.,
Public School Inspector,
Prescott and Russell.

DEAR SIR,—We, the undersigned Trustees of Public School Section No. 6, Township of North Plantagenet, do hereby agree to comply with the conditions mentioned in your communication to us of the 4th October inst., in regard to the establishment of a Model School for the training of school teachers in the English and French languages.

We will, however, have to make use of the town hall until such time next spring as a suitable building can be erected.

We are, dear sir,
Your obedient servants,

(Signed) P. J. POTTS, } Trustees.
(Signed) H. MARANDA, }
(Signed) HY. SMITH, Secretary.

CURRAN, 18th October, 1889.

The Honourable
The MINISTER OF EDUCATION,
Toronto.

SIR,—I beg to tender you my sincere thanks for the Convention of the French teachers held in Plantagenet on the first day of the present month.

Though the weather was unfavorable, forty-eight attended, and were very assiduous in taking notes on all the subjects. They were highly pleased and felt well repaid for their little trouble. There is every prospect of a good attendance at the Model School when it opens.

Please excuse me for delaying so long ; I was absent most of the time.

I have, etc.,

O. DUFORT,
Assistant I. P. S.

II.—TEXT-BOOKS IN FRENCH AND GERMAN SCHOOLS.

CLEARVILLE, 25th September, 1856.

REV. SIR,—In the Townships of Dover East and West are two French schools, which use a series of French books, recommended by the Archbishop of Paris and other French dignitaries of the Church of Rome, and which are exclusively devoted to the teaching of the peculiar dogmas of that church. I write you to know whether any common school can be made sectarian when all the inhabitants of the section are agreed to its being such? Also, when it is necessary to use books in the French language, what series of books would you recommend?

I have, etc.,

D. MILLS,
Local Supt. Co. of Kent

REV. E. RYERSON, D.D.,
Chief Superintendent,
Toronto.

8TH OCTOBER, 1856.

SIR,—I have the honor to state in reply to your letter of the 25th ult. that as there is no list of books prescribed or recommended for French schools, and as it may be presumed that the pupils attending them are for the most part or altogether Roman Catholics, I do not see that we can do anything in regard to the kind of books which are used in the few schools of French people in Upper Canada.

I have, etc.

E. RYERSON.

DAVID MILLS, Esq,
Supt. Co. of Kent,
Clearville.

1866.

WOODSLEE POST OFFICE,
24th July, 1866.

To the CHIEF SUPERINTENDENT OF EDUCATION,
Toronto.

SIR,—Complaint having been made that union schools, section 5 and 6 and 1 and 1, Rochester and Maidstone, are not conducted according to law, I find on enquiry that the charges against 5 and 6 are:

First charge.—That the teacher's pronunciation of the English language is imperfect, he being a Frenchman. I notified him to attend the Board of Public Examination, which he did, and notwithstanding the Board being satisfied that his pronunciation was bad, they gave him a second class certificate.

Second charge.—That unauthorized books are used in the school, a list of which I send herewith.

Third charge.—That the trustees are wholly in the power of the priest, who refuses to give them a deed of school ground and threatens to close the house unless they do as he says.

The charges against No. 1 and 1 are:

First charge.—That unauthorized books are used, a list of which I also forward After notifying the trustees respecting such, the priest called a meeting, the result of which was that authorized books were altogether Protestant, and consequently would be injurious to their religion, therefore resolved that as they have gained their independence as Frenchmen they would use such books as they thought fit.

Second charge.—That the school is not kept open as often as it ought, in consequence of holy days connected with the services of the church (104 days was the number for last six months) by which means the school is deprived of its right apportionment of school money.

Third charge.—Same as in 5 and 6, the school ground being church property.

I beg to say that there is no complaint against the Roman Catholic Separate School No. 3 Section, said school is now closed for the year.

I have, etc.,

(Signed) W. S. LINDSAY,
Local Supt. Maidstone.

List of all books now used in my school, Section No. 5 and 6:

English Books:

National books, First book of lessons.
Second do
Third do
Fourth do
Fifth do
Lennie's English Grammar.
Hodgin's Geography and History of the British Colonies.
Sangster's First National Arithmetic.

French Books:

Morale en action.
Histoire Sainte du Canada et de la France.
Manuscrit-Lectures instructives sur diverses inventions et decouvertes, etc.
Manuscrit-Lectures instructives et amusantes sur diverses inventions, decouvertes, etc., etc.
La Morale en Action ou Choix de Faits Mémorables et D'anecdotes instructives.
Abrégé l'histoire Sainte, de l'histoire de France, et de l'histoire du Canada.

We only use these three French books in our school section, No. 5 and 6.

(Signed) H. BEUGLET,
Teacher.

P.S.—I never taught Catechism in my school during school time.

List of English books used in my school the last six months :

Third Book, Christian Brothers.
Second Book.
Lovell's Geography.
Lennie's & Murray's Grammar.
Spelling Assistant.
Lovell's Arithmetic.

I have now Fifth and Fourth Book as you ordered me to have, and have put aside the Third Book, Christian Brothers.

List of French Books :

Third Book—Christian duty.
French Grammar.
History of Canada, of France, and Holy History.
First Reading Book.
Arithmetic as in English.

(Signed) AGNES PRIMEAU,
Teacher,
Section No. 1, Maidstone.

Education Office,
Toronto, 2nd August, 1866.

Sir,—I have the honor to acknowledge the receipt of your letter of the 24th ult., and to suggest in reply, that you had better examine each of the text-books used in the schools to which you refer, and if you find anything objectionable in them, please report it to this Department.

You should also enquire into the truth of the third charge against the two schools.

In regard to the observing of holy days not authorized by law or the regulations, no exception can be made in favor of any school doing so.

I have, etc.,

(Signed) J. GEO. HODGINS,
Deputy Supt. of Education.

W. S. LINDSAY, Esq.,
Supt. Maidstone,
Woodslee.

Woodslee, 1st Oct., 1866.

To the Chief Superintendent of Education,
Toronto :

Sir,—Per this mail I send a copy of First Book used in School Sections 5 and 6, Rochester and Maidstone, and in 1 and 1 Maidstone and Rochester, and which has been reported to the Department in my letter of the 24th July last.

As regards either sections not having a deed for their school house, I am perfectly satisfied both houses are on the Roman Catholic Church property, and no deed will be given.

I am, etc.,

(Signed) WM. S. LINDSAY,
L. I.

EDUCATION OFFICE,
TORONTO, Oct. 13th, 1866.

SIR,—I have the honor to state in reply to your letter of the 1st inst., that the regulations expressly forbid any denominational religious instruction of any kind being given to pupils during school hours. See the regulations (2 and 4) on this subject in School Manual, pp. 129, 130.*

If the parties to whom you refer in School Sections 5 and 6, Rochester and Maidstone, and 1 and 1 Maidstone and Rochester, wish to give their denominational instruction during school hours, they must form Separate Schools as the law provides; but a Common School cannot be conducted as a Roman Catholic Separate School. It is at variance with the principle of the School Law, as also with the general law of the land in Upper Canada, that the religious instruction of any denomination should be provided for by public tax. If, therefore, the trustees of the schools to whom you refer, persist in violating the law in the manner of conducting their schools it will be your duty to withhold the payment of any part of the school fund in aid of their schools.

If they, under clerical or any other advice, claim as a natural right to have such kind of religious instruction and exercises in their school as they like, and which the law does not provide for, it will be your legal right and duty to let them support the school themselves without any aid from the School Fund.

I have, etc.,

(Signed) E. RYERSON,
Chief Supt. of Education.

WM. S. LINDSAY, ESQ.,
Supt. Schools,
Re Rochester and Maidstone,
Woodslee.

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* *2. Religious and Moral Instruction,*

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The Upper Canada Consolidated Common School Act, sec. 129, securing individual rights, as well as recognizing Christianity, provides that in any Model or Common School established under this Act, "No person shall require any pupil in any such school to read or study in or from any religious book, "or to join in any exercise of devotion or religion, objected to by his or her parents or guardians; but "within this limitation pupils shall be allowed to receive such religious instruction as their parents or "guardians desire, according to any general regulations provided for the government of Common Schools. Page 111.

In the section of the Act thus quoted the principle of religious instruction in the schools is recognized, the restrictions with which it is to be given are stated, and the exclusive right of each parent and guardian on the subject is secured.

The Common school being a day and not a boarding school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

4. Weekly Religious Instruction by the Clergy of each Persuasion.

Minute adopted by the Council of Public Instruction, 22nd April, 1857.

That in order to correct misapprehensions and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the Common Schools, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church in each Common School house at least once a week, after the hour of four o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school house, the trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergyman of any denomination to agree upon any hour of the day at which such clergyman or his authorised representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

Woodslee, 13th Nov., 1866.

The Trustees of School Section No. 1 and 1,
Maidstone and Rochester:

Gentlemen,—It having been reported to the Chief Superintendent of Education that you permit unauthorized text-books to be used in your school, I have to inform you that I am authorized by him to withhold your part of the school fund unless you provide your school with such English and French text-books as are authorized by law.

I am further authorized to say that if you persist in using any other than authorized text-books you will have to form your section into a Separate School.

I am, etc.,

(Signed) WM. S. LINDSAY,
Local Supt. Maidstone.

Diocese of Sandwich, C.W.,
Sandwich, C.W., Dec. 21st, 1866.

Mr. Hodgins,
Deputy Superintendent.

Dear Sir,—I write to you in relation to the School Section No. 1 and 1 Maidstone and Rochester. If I have been correctly informed by the Rev. M. Johan, R. C. Priest, of Belle River, the Local Superintendent must have been led into error by some ill-disposed person.

The school above mentioned, as you are aware, is a Common School, no one of those concerned asking to join their section into a Separate School. The people of the place and children attending said school are all Roman Catholics; the trustees likewise are Catholics. Parents and children are all French Canadians. The text books used in the school are French, and of those approved by the Board of Education of Lower Canada, the only exception is the book styled Devoirs du Chretien. The difficulty, if there is any, arises, as it is supposed, from an individual who has occasionally visited the school, assuming dictatorial power, and otherwise behaving himself in an uncouth manner. He was, I believe, ordered out of the school, hence the discontent of the individual, who, as I have been informed, has no children to send to school—not even any legal right to visit it.

If the Local Superintendent will but take the trouble to ascertain by himself the feelings of parents and trustees he will easily convince himself that there is no discontent on the part of those concerned, and that every one is satisfied with the mode of teaching and the books used in the school above mentioned.

I hope, dear sir, the ill-grounded information conveyed to the Department of Education will not cause it to withhold from our poor people of Maidstone and Rochester Township their part of the School Fund. Enclosed you will find the letter of Mr. Lindsay, Local Superintendent. If you deem it proper please send it back when convenient to you.

I have, etc.,

(Signed) J. M. BRUYERE, V.-G.

Woodslee P.O., 2nd January, 1867.

Sir,—Respectfully forwarded, and beg to say that I see no impropriety in the using of the books in question. If French and English Protestant children attended the school then a very grave complaint might be made, but as none such attend I can only look on it as a violation of the Common School Act, which is a question for the Department to judge.

I cannot endorse the R. C. Bishop's opinion as regards the complainant having no right to visit the school. He pays taxes toward its support, consequently has a right to visit, and complain if said school is not conducted according to law, therefore I considered it my duty to receive his complaint, and forward the same to you.

I have waited on the trustees, who persist in using the books in question.

I have, etc.,

(Signed) W. S. LINDSAY,
Local Superintendent of Maidstone.

To the
Chief Superintendent of Education,
Toronto.

[No. 53V2.]

Education Office,
Toronto, 5th January, 1867.

Sir,—I have the honor to state in further reference to your letter of 21st ult. that, having received a report thereon from the Local Superintendent of the Township, I send a copy of it herewith.

I also send herewith the copy of a letter from the Chief Superintendent to the Local Superintendent in reference to the same case, dated Oct. 13th, 1866.

The views expressed in the Local Superintendent's letter of the 2nd inst. are concurred in by this Department as a temporary arrangement; but should any of the English-speaking Protestant ratepayers send their children to the school, and make any objections to it, the instructions contained in the Chief Superintendent's letter must be carried out.

I have, etc.,

(Signed) J. GEO. HODGINS,
Deputy Superintendent of Education.

The Very Revd.
J. M. Bruyere, V.-G.,
Sandwich.

1868.

On the 20th of April, 1868, Rev. John McCaul, Chairman, *pro tem.*; the Chief Superintendent of Education, the Very Rev. Henry James Grasett, B.D., the Rev. John Barclay, D.D., the Rev. Wm. Ormiston, D.D., being present, the following text-books were authorized for French Schools:—

"Cours d'Arithmétique Commerciale."
"Abrégé de la Géographie Moderne."
"La Géographie Moderne."
"Grammaire partique de la Langue Anglaise."
"Traité Elémentaire d'Arithmétique."
"Le Premier Livre de l'Enfance."
"Cours de Versions Anglaises."
"Grammaire Française Elémentaire."
"Traité de Calcul Mental.

1868.

French Prize Books in the Departmental Depository.

EDUCATION DEPARTMENT,
TORONTO, 18th December, 1878.

SIR,—I have the honor to state that, as reported by the Depository Cashier, no catalogues of authorized French books have been issued.

The Department keeps on hand an assortment of French books suitable for prizes in French schools, and a selection can be made at any time by officers of the Department, and sent subject to the approval of the trustees.

I have, etc.,

J. GEO. HODGINS,
Deputy Minister of Education.

Mr. W. E. HAYES,
S. S. Hawkesbury, Hawkesbury Mills.

L'ORIGNAL, November 18th, 1875.

J. G. HODGINS, LL.D.

DEAR SIR,—There are from ten to fifteen French schools in my District in which the trustees and teachers would prefer having French maps. I suppose you do not keep any such in hand, but if not, could not some arrangement be made with some firm in Montreal or Quebec to supply such maps on requisition of trustees on same terms as from Depository at Toronto, the same as for prize books, etc.

If something could be done it would be a boon to the sections in question, as many of them are very poor.

There are also a number of French schools in the Townships of South and North Plantagenet, and also in the County of Russell, in all probability between thirty and forty.

If the matter cannot be conveniently arranged, I will have the trustees purchase English maps, as I consider them to be much better adapted to public school purposes, the French maps being mostly small and too closely printed, making them almost illegible.

I have the honor to be
Your obedient servant,

T. O. STEELE,
Inspector Public Schools.

November 26th, 1875.

SIR,—I have the honor to state, in reply to your letter of the 18th instant, that, as reported by the Clerk of Libraries, we can supply the maps printed in French mentioned on enclosed list.

We can also supply Roman Catholic and some Protestant books in the French language suitable for prizes and libraries.

Do you know of any French maps published in Canada and suitable for schools? If so, please inform the Department of them.

I have the honor to be,
Sir,
Your obedient servant,

J. GEO. HODGINS,
Deputy Supt. of Education.

T. O. STEELE, Esq.,
School Inspector, Co. Prescott,
L'Orignal.

1879.

In 1879 the Education Department adopted the following minute :—

"In Public Schools where there are both Protestant and Roman Catholic French scholars, the books sanctioned by the Protestant and Roman Catholic Committees of the Council of Public Instruction for Quebec may be used, as follows" :—

NOTE.—E. *means suitable for Elementary Schools.* M. *means for Model or more advanced schools.* A. *means for Academic or superior schools.*

Arithmétique de Bouthillier. Publie par MM. Cremazie. E.
Cours d'Arithmétique Commerciale. Imprime ches Eusèbe Senecal. Montreal, 1863. M.
Cours de Tenue des livres, en partie double et en partie simple. Imprime chez Eusèbe Senecal. Montreal, 1861. M.
Abrégé de la Géographie Moderne. Publie par la Societie d'Education de Quebec. E.
La Géographie Moderne de M Holmes. M.A.
Abiege de l'Histoire du Canada de M. F. X. Garneau. E. M.
Grammaire de Lhomond (Edition de Julien) et les Exercises sur la même. E.
La Serie des Coursade Grammairè de Julien et les Exercises sur Icfeux. M.
Petit Traite de Grammaire Anglaise à l'usage des Ecoles primaires. Par Charles Gosselin, Quebec. E.
Manuel d'Anglais ; Grammaire et Thèmes. Par P. Sadler, Paris, 1829. E.
Manuel d'Anglais, thèmes et Syntax. Par le même, Paris, 1840. E.
Grammaire Pratique de la Langue Anglaise. Par le même, Paris, 1848. M.A.
Cours de versions Anglaises. Par le même. M.A.
Manuel Classique de Conversations Françaises et Anglaises. Par le même. M.A.
Noveau Dictionnaire. Portatif Anglais-Français et Français-Anglais. Par le même. M.A.
Precis Elementaire d'Histoire Naturelle. Par Zeller. Paris, 1858. M.A.
Traite d'Agriculture Pratique. Par J. F. Perrault, Montreal, 1858. E.M.
Dictionnaire Classique de Benard. · Edition de 1863, Paris.
Responses aux Programmes de Pedagogie et d'Agriculture. Par M. l'Abbe Langevin. Second edition.
Grammaire Française elementaire. Par F. P. B. E.
Traite de Calcul mental. Par F. E. Juneau. E.M.
Traite elementaire d'Arithmetique. Par F. X. Toussaint. E.M.
Tenue des livres, en partie double et en partie simple. Par Napoleon Lacasse. E.M.
La Grammaire Complète de Poitevin. M.A.
Traite d'Analogie Grammaticale. By the same. M.A.
Traite d'Analyse Logique. By same. M.A.
Cours Complet de Dictees. By same. M.A.
Le Premier Livre de l'Enfance. By the same. E.
La Grammaire du Premier Age. By same. E.
La Grammaire Elementaire. By the same. E.
Manuel d'Anglais, Sixième partie : Leçons de Literature Anglaise. Par P. Sadler. Paris, 1841.
Manuel d'Anglaise, Cinquième partie : Leçons de Literature Anglaise. Par P. Sadler. Paris, 1841.
Manuel d'Anglais, Deuxième partie : Versions et Dialogues. Par P. Sadler. Nouvelle edition. Paris, 1857.
Exercices Anglaises, on Cours de Themes gradues. Par P. Sadler. Douzieme edition. Paris, 1857.
Nouvelle Methode pour apprendre à bien lire. Par J. E. Juneau.
Grammaire Française. By F. P. B. E.
Lectures Instructives et Amusantes, en manuscrit. By F. P. B. E.
Traite de Calcul mental. By F. E. Juneau. E.M.
Syllabaire for Elementary Schools only. By Messrs Juneau and Lacasse. Quebec, 1868. E.

Traite de Chimie Agricole. By Dr. Larue. Quebec, 1868. E.M.
Traite d'Analyse Grammaticale. By M. Napoleon Lacasse. Quebec, 1867. E.M.
Grammaire de Bonneau et Lucat, revised by M. Michaud. E.M.
Traite de l'Art epistolaire. Sorrel. E.M.
Abrege de la Grammaire Française, tenth edition. By C. J. L. Lafrance. Quebec, 1867. E.M.
Traite elementaire d'Arithmetique. By L. H. Bellerose. Montreal, 1867. E.M.
Nouveau cours de Langue Anglaise on the plan of Ollendorf. Beauchemin and Valois. Montreal, 1868. E.M.
Elements de Botanique et de Physiologie vegetale, suivin d'une petite flore simple et facile de la Province de Quebec. Par M. l'Abbe Ovide Brunet. E.M.A.
Histoire du Canada à l'usage des maisons d'education. Par le Rev. C. H. Laverdiere, A.M. E.M.A.

1884.

CURRAN, Sept. 26th, 1884.

The Honourable
THE MINISTER OF EDUCATION, Toronto.

SIR,—I beg to inform you that in all the French schools under my supervision there is a too great diversity of books in use, which is much to the disadvantage of the teachers, and to the prejudice of the schools.

Parties who keep a supply of books have frequently complained to me of the inconvenience, for school sections have to change their series according to the teacher's wishes.

At a convention of the French teachers of Prescott and Russell, a series was recommended as authorized text-books for the French Schools of Ontario. I, therefore, pray that your Honour will take the matter into consideration, being well aware that an authorized series will supply a want long felt.

I am, sir, etc.,

O. DUFORT,
Assistant P. S. I.

Alphabet Phonètique Méthode de Lecture et de Prononciation par Montpetit and Marquette.
Premiere livre de Lecture, par Montpetit and Marquette.
Deuxième " " " "
Froisieme " " " "
Quatrieme " " " "
Cinquieme " " " "
Cours de Lecture a'Haute Vrix par Cabbé P Lagacé, Arithmetique Commerciale par les Fréres des Eales Chretiennes.
Cours Elementaire de Langue Francaise, Fréres des Ecoles Chretiennes.
" Moyen " " " " "
" Supérieur " " " " "
Geographie, Illustrie Primaire " " "
" " Intermediaire " " "
Livre d'Epellation " " "
Histoire du Canada, " " "
Histoire d'Angleterre, " " "
Algebre, " " "
Geometrie, " " "
Dessin Linéaire, " " "
Methode Pratique and Raisonnèe de style et de Composition, par E. Robert.
Dictionnaire Classique Universel, Par Ph. Bénard.

Humbly submitted,

O. DUFORT,
Assistant P. S. I

TORONTO, 15th Dec. 1884.

SIR,—I am directed by the Honourable the Minister of Education to transmit for your opinion, a letter from Mr. Dufort, Assistant Inspector, Prescott and Russell, with list of books proposed for French schools.

The Minister will be obliged if you will send him your views on the subject.

I have, etc.,

ALEX. MARLING,
Secretary.

T. GIRARDOT, Esq., Sandwich,
School Inspector No. 1, Essex.

SANDWICH, ONT., January 3rd, 1885.

ALEX. MARLING, Esq.,
Secretary Education Department, Toronto.

DEAR SIR,—In reply to yours No. 9365 M, enclosing list of French school books, recommended by Mr. Dufort, I have the honour to state that I would much approve the authorization of these books in addition to the list authorized for our French schools. These books are just what are needed, and are suitable for mixed schools.

I have, etc.,

THE. GIRARDOT,
I. P. S. No. 1, Essex.

TORONTO, 7th January, 1885.

DEAR SIR,—I am desired by the Minister, to inform you that he has had under consideration the list of books recommended by you on 5th December, and would be further obliged by your causing specimens of them to be sent here.

The publishers will probably send a set for examination without charge.

I have, etc.,

ALEX. MARLING,
Secretary.

CURRAN, 5th March, 1885.

Mr. A. MARLING,
Secretary Education Department.

DEAR SIR,—You will soon receive the books which I recommended to the Minister with the view of having them authorized for the French schools.

At a convention of the French teachers held last week, the 27th February, the merits of the "Cours Elementaire and Moyen de Langue Francaise" were discussed, and it was found too difficult, therefore I substituted a grammar by E. Robert, which was approved by all the teachers present.

I have also added to the list the following: Methodè de Langue Anglaise, by E. Robert, Cours abrege de calcul mental, by E. Robert.

Yours, etc.,

O. DUFORT,
Assistant Inspector.

CURRAN, July 20th, 1885.

The Honourable
THE MINISTER OF EDUCATION.

SIR,—In March last I wrote to you asking that one series of books be authorized for the French schools; and I also got the books sent to you for consideration. I, at the same time, notified the Secretary of Education of the books being sent, and there it

remained ever since. I wish that you would consider the propriety of my demand, and give me an answer. All the teachers, and merchants supplying books to our schools, share my views. It is very annoying and inconvenient for me to find one set of books in one school and another set in the next. Please lend your attention to this request and oblige.

Yours truly,

O. DUFORT,
Assistant Public School Inspector.

Toronto, 29th July, 1885.

Dear Sir,—In reply to your enquiry the Minister desires me to state that he duly received the books you were kind enough to send, and which are receiving his consideration.

Of those mentioned in your list of 5th December, the following did not reach the Department. Were they sent?

Livre d'Epellation.
Histoire d'Angleterre.
Algebre.
Dessin Lineaire.

Yours, etc.,

ALEX. MARLING,
Secretary.

O. Dufort, Esq.,
Assistant P. S. I., Prescott and Russell, Curran.

Curran, 19th August, 1885.

Dear Sir,—In reply to your letter of the 29th July, No. 7,415, I beg to state that the Livre d'Epellation, Histoire d'Angleterre, Algebre, are by the Christian Brothers; Dessin Lineaire by Walter Smith. I got the French teachers to use a small history of England, published by Moir, and they translate it for their pupils.

Yours, etc.,

O. DUFORT,
Assistant I. P. S.

Mr. A. Marling,
Secretary, Toronto.

Curran, 2nd February, 1886.

The Honourable
The Minister of Education,
Toronto.

Sir,—It is now more than a year ago since I applied to you to have a series of books authorized for the French schools of this Province, the books recommended having been sent in the meantime, and it seems that you have not decided yet. You may object to the reading books, as they contain some of the tenets of the Roman Catholic religion, but your Honour will please remark that, of all those I have examined, they contain the least. Our teachers are at a loss to know which to use, and the result is that all kinds of books are to be found in our schools.

By taking at once the matter into consideration, you will oblige,

Yours, etc.,

O. DUFORT,
Assistant I. P. S.

TORONTO, 6th February, 1886.

DEAR SIR,—With reference to the subject of your enquiry, the Minister sends herewith a copy of the new edition of the school regulations, and on page 81 will be found a list of French books, which he has approved for use, and which he hopes will be satisfactory to you. [See *ante* page 28.]

Yours, etc.,

ALEX. MARLING,
Secretary.

O. DUFORT, Esq.,
Assistant P. S. I., Prescott and Russell, Curran.

TORONTO, 5th July, 1887.

MY DEAR SIR,—I would like to revise the list of the authorised books for use in those Public Schools where both French and English are taught. You are aware that the only authorized books in such schools now are, in English, the authorized English books; in French, the books accepted by the Protestant and Roman Catholic sections of the Council of Public Instruction of Quebec. As these lists are very old, and as it is desirable to keep up with the improvements that have been made since 1868, I would like to get such suggestions in regard to books in the French language in the subjects of the Public School curriculum as you might think would be useful.

Yours truly,

GEO. W. ROSS.

THEO. GIRARDOT, Esq., I. P. S.,
Sandwich, Ont.

Similar letters were sent to Inspectors Dufort and Summerby.

INSPECTOR'S OFFICE,
SANDWICH, July 23rd, 1887.

To the Hon. G. W. Ross,
Minister of Education.

HONORABLE SIR,—In reply to your letter of the 5th inst, I have the honor to submit the following to your consideration:—

1st. Looking over the list of French books in use in Ontario mixed schools I find there are too many, for I think that by limiting the number and choosing good books it will be better.

2nd. My reasons are that in all French schools, English being taught (I speak for Essex), all English text-books authorized for our Public Schools are used, consequently we do not need such a large number of French books; the most important are the French Reader and other works regarding the language.

As the best French Readers, and I must say the only one that I know of, are the series of Montpetit, I advise that they be authorized. Although there may be a couple of lessons objected to by Protestants, however, I must say that I see nothing in those lessons

which can hurt their feelings any more than some passages of the English text-books could hurt the feelings of the Catholics. I must confess to you that, having no other French Readers of any account, the Montpetits have been in use in our schools for quite a number of years, where the French pupils are in great majority, and I never heard any complaint from Protestants. The other books in the list below being either literary or scientific, there is nothing in them which can be objected to in regard to sectarianism.

Hoping you will pardon the delay in answering your letter.

I have the honor to be,
Sir,
Your obedient servant,

THEODULE GIRARDOT.

List of books which, in my humble opinion, should be authorized in French Schools in Ontario :—

Alphabet Phonetique Methode de Lecture et de Prononciation. Par Montpetit & Marquette.
Premier livre de Lecture. Par Montpetit & Marquette.
2ême livre de Lecture. " "
3ême livre de Lecture. " "
4ême livre de Lecture. " "
5ême livre de Lecture. " "
Cours de Lecture a haute voix. Par l'Abbe P. Lagaci.
Arithmetique Commerciale. Par les pères des Ecoles Chrétiennes.
Cours Elémentaire de langue Francaise. Par les pères des Ecoles Chrétiennes.
" Moyer " " " " "
" Supériéur " " " " "
Geographie Illustrée Primaire. Par les pères des Ecoles Chrétiennes.
" Intermediare. " " "
Historie du Canada " " " "
Historie d'Angleterre " " " "
Algebre Intermediare. Par les pères des Ecoles Chrétiennes.
Geometrie " " " "
Dessin Lincaire Intermediare. Par les pères des Ecoles Chrétiennes.
Methode pratique et raisonnée de style et de Composition. Par E. Robart.
Dictionnaire Classique Universel. Par Th. Benard.
Grammaire Française elementaire. Par F. P. B.
Exercise " " "
Nouve du Cours de langue Anglaise selon la methode d'Ollendorf.
Grammaire Français de Bonneault Lucon.
Exercise " "
Dictionnaire Anglaise et Français et Française Anglais. Par Surenne.

J. B. Rolland et fils libraries à Montreal enverront une copie des ouvrages mentionné ci dessus à Monsieur le Ministre en lui en faisant la demande.

School Inspector's Office,
Russell, 14th July, 1887.

Dear Sir,—I have the honor to acknowledge the receipt of your letter of the 5th inst., respecting text books for the use of Public Schools in which both English and French are taught.

In English there is no difficulty, as we simply use the authorized text-books. But I know of no suitable reading books in French, the Montpetit series recommended by Mr. Dufort and Mr. Girardot being, in my opinion, quite unsuitable for Public School use as regards both subject matter and gradation. If the probable demand would justify the expense, I think it would be well to have the Second and Third Books of the Ontario Readers translated into French. There would then have to be prepared new First Books in French, which should, of course, be adapted to the phonic method of teaching. It would be an easy matter to find a suitable book for advanced pupils to use, to complete the course in French reading and literature.

With reference to geography and history it seems to me that if the course laid down in English is followed, it will not be long before pupils, by the time they come to study these subjects from a book, will be able to use English text-books.

For drawing, the letter-press of the authorized series of the earlier numbers at least could be translated into French. In arithmetic and in French grammar and composition books to which no objection can be taken, will be found in the list recommended by the Department.

Your obedient servant,

W. J. SUMMERBY.

Hon. G. W. Ross,
Minister of Education,
Toronto.

Toronto, 16th August, 1887.

My Dear Sir,—In considering the authorization of books in the French language for Public Schools where French is spoken, it appears to me, if I could secure a suitable series of French Readers, that it would fully meet the difficulties of the case. As I have thought it out, it appears to me in this way: the French-speaking children obtain all they require if they are taught to read French, and as much grammar and literature as might incidentally be taught from a French reading book. Geography, arithmetic, and history to English pupils might better be taught from the authorized text books. In the case of those who speak English, the authorized text-books meet all the necessities of the case. So the problem to be solved is limited to the consideration of the point already stated, namely, Would the preparation of a series of French Readers enable us to teach in the Public Schools as much French as our French-speaking people might require?

I hope I have made myself understood. Kindly let me know how this view of the case appears to your mind.

Yours truly,

GEO. W. ROSS.

W. J. Summerby, Esq., I. P. S.,
Russell, Ont.

A similar letter was addressed to O. Dufort, Esq., Asst. Inspector Public Schools, Curran, and to Theodule Girardot, Esq., I. P. S., Sandwich.

School Inspector's Office,
Russell, 19th August, 1887.

Dear Sir,—In reply to your letter of the 16th inst., respecting the authorization of books in the French language, I have to say that I quite agree with you in the opinion that "if you could secure a suitable series of French Readers" it would fully meet the difficulties of the case.

Your obedient servant,

W. J. SUMMERBY.

Hon. G. W. Ross,
Minister of Education,
Toronto.

CURRAN, 3rd September, 1887.

SIR,—In answer to your letter of the 16th ultimo, I beg to say that the authorization of a suitable series of French Readers would be much appreciated, and undoubtedly would give general satisfaction. By the new series the pupils could be taught as much spelling, literature and composition as might be required, but I doubt if this would apply to grammar. I do not think that French pupils would be proficient enough in English by the time they would be required to make use of the text-book in geography, arithmetic, and history. You say, "Would the preparation of a series of French Readers enable us to teach in the Public Schools as much French as our French-speaking people might require?" That depends on the qualification you wish them to attain. If you mean that they should write and parse French properly, grammar should be learned and understood thoroughly. Therefore, my opinion is that it ought to be used as a special text-book.

I have the honor to be, Sir,
Your obedient servant,

O. DUFORT,
Asst. I. P. S.

The Hon. THE MINISTER OF EDUCATION,
Toronto.

TORONTO, 4th Jan., 1888.

MY DEAR SIR,—Would you be good enough to send me a copy of the French Readers and also of any other books in the French language used in the schools in your Province. I am anxious to get such books in French as I could safely authorize for undenominational schools.

Yours truly,

GEO. W. ROSS.

WM. CROCKETT, Esq.,
Superintendent of Education,
Fredericton, N. B.

In response to this request Mr. Crockett transmitted to the Education Department a series of bi-lingual Readers used in the Province of New Brunswick, which were referred to the Central Committee of Examiners for report.

In April, 1889, the Committee reported as follows:

In accordance with your instructions I have carefully examined the Royal School Series of French and English Readers. They are, in my opinion, well adapted to serve as a medium of instructing French-speaking pupils in English.

(Signed) J. E. HODGSON.
(*Pro tem.*) Chairman C. C.

On the 22nd day of August, the Commission appointed to visit the French schools reported among other things in favor of a bi-lingual series of Readers for French schools.

On the 17th of October the following minute was adopted by the Education Department :—

The undersigned has the honour to submit for the approval of the Education Department the following recommendations :—

1. That all text-books in the French language authorized by the Council of Public Instruction in 1868, as well as those authorized by the Education Department in 1879, be removed from the list of authorized text-books on and after the 1st day of January, 1891.

2. Where the French language prevails, and the trustees, with the approval of the Inspector require French to be taught in addition to English, the authorized Readers to be used for this purpose shall be the series of readers published by Copp, Clark & Co., known as the French-English Readers, composed of the following books :

The First Reader, Part I	10c.
The First Reader, Part II	15c.
The Second Reader	25c.
The Third Reader	35c.

3. As there is no Fourth Reader belonging to this series the undersigned recommends that " Les Grandes Inventions Modernes " be authorized for pupils in the fourth and fifth forms, where the use of an advanced reader is considered desirable by the trustees and inspector.

4. That the authorized Grammar in every form in which the study of French Grammar and Composition is considered desirable by the trustees and the Inspector, shall be the text-book known as Robert's French Grammar.

The undersigned desires to observe for the information of the Department that the readers above recommended are authorized in the Provinces of New Brunswick, Nova Scotia, and Prince Edward Island for all schools in which the French language is taught to elementary classes.

Respectfully submitted,

(Signed) GEO. W. ROSS,
Minister of Education.

Education Department, Ontario,
Toronto, Oct. 17th, 1889.

III.—TEACHING OF ENGLISH.

1871.

L'Orignal, 29th Nov., 1871.

Rev. and Dear Sir,—May I be permitted to call your attention to the following facts:—

The French-speaking population of this School Section, No. 1, have been obliged, in the year 1867, to establish a Separate School *solely* for the purpose of having their language taught, the Common School Trustees having constantly neglected hiring some one able to teach it. Now, Rev. and Dear Sir, as the law stands, and considering:—

1st. That our Separate School, that is, our French-speaking pupils, comprise about one-half, or more, of those children of age to attend school, and considering:—

2nd. That the said French pupils cannot obtain any tuition unless they are taught in their own language, and considering:—

3rd. That our Separate School cannot be maintained, unless three or four of its supporters bear all the burden.

I think, Rev. Sir, that some means could be devised by which the Common School Trustees may be compelled to hire such teacher or teachers as will have the knowledge of the French.

By giving an answer, Rev. and Dear Sir, you will confer a very great favor on

Your very obedient Servant,

(Signed) A. BRUNET, P.P.,
One of the Supporters of the French School.

Dr. Ryerson.

[No. 10852, L3.]

Education Office,
Toronto, 4th Dec., 1871.

Sir,—I have the honor to state, in reply to your letter of the 29th ultimo, that as the teaching of French or the employment of French Teachers in our Public Schools is merely permissive and not obligatory, this Department cannot interfere to compel the Trustees to do either. The simple way to meet the difficulty is to elect such trustees as will carry out the wishes of the ratepayers in this respect.

I have, etc.,

(Signed) J. GEORGE HODGINS,
Deputy Superintendent.

The Rev. A. Brunet,
L'Orignal.

1885.

The following Regulations were made by the Department and approved on August 25th, 1885:

Programme of Studies.

24. The programme of studies prescribed in Reg. 6 shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the Inspector and the trustees. In French and German schools the authorized Readers shall be used in addition to any text-books in either of the languages aforesaid.

In September the following instructions were sent to the teachers of French schools, Public and Separate :—

"*General Directions for Teachers of English and French Schools.*"

"The following exercises are submitted for teachers in charge of English and French schools, as an outline of the course to be pursued in order to secure a better knowledge of the English language :—

Colloquial Exercises.—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the body, etc. Such exercises may take the form of object lessons.

Reading.—Class I. from Part I. Ontario Readers ; Class II. from Part II. Ontario Readers ; Class III. from Book II. Ontario Readers ; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

Spelling.—Class I., copying on slate, lessons from board and reader ; Class II., as for Class I., easy oral exercises and dictation ; Class III., copying on slate or paper, dictation, oral exercises.

Composition.—Class III., as for Second Class ; Class IV., reproduction of stories, description of pictures, of subjects treated of in object lessons, etc., letter writing.

Grammar.—In Classes I. to IV. inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language; the materials to be drawn from objects and reading lessons of the respective grades.

Pronunciation.—To receive special attention in all grades.

Time.—Classes I. and II., at least two hours a week : Classes III. and IV., at least four hours a week."

September, 1885.

Toronto, 10th February, 1887.

My Dear Sir.—Would you be good enough at your earliest convenience to give me a statement showing : (1) The number of schools in your inspectoral division in which both French and English are taught. (2) The number in which English only is taught. (3) The number in which French only is taught. (4) The number of teachers, holding legal certificates not extended. (5) The number of teachers holding extended certificates. (6) The number of teachers unable to teach English, and (7) The number of teachers examined for district certificates in both English and French. It has been alleged that in the schools in which English is spoken, the authorized text-books are not used. Will you please furnish me with a statement shewing the text-books used in the English subjects, also the text-books used in the French subjects.

Yours truly,

G. W. ROSS.

W. J. Summerby, Esq.,
Inspector Public Schools, Russel.

P.S.—Please consult you colleague, Mr. Dufort, and let report be a joint report.

G. W. R.

Russell, 23rd February, 1887.

To the Hon. G. W. Ross,
Minister of Education, Toronto.

Dear Sir,—I have the honour to submit the information asked for in your letter

of the 10th instant, together with such additional information as I think may be of service to you.

	Schools.	Depts.
1. Schools in this Inspectorate in which both French and English are taught	44	47
2. Schools in which English only is taught	61	71
3. Schools in which French only is taught	21	27
4. Classed as English schools (visited by Mr. S.)	..	79
5. Classed as French schools (visited by Mr. D.)	..	66
6. English teachers holding legal certificates not extended. (Second class, 15; third class, 23; district, 25; O.C.B., 1) Note—twelve of our third class teachers have passed the second non-professional examination, and three of our teachers hold first-class non-professional certificates	..	64
7. English teachers holding third class extensions		3
8. " " " temporary certificates		5
9. English schools closed for the winter, 6; vacant, 1		7
10. French teachers holding extensions		2
11. " " " District certificates (16 temporary)		59
12. French teachers holding other certificates (second class, 2; O. C. B., 1)		3
13. French schools closed		2
14. Teachers unable to teach English		6
15. Teachers examined for District certificates. (1885)		46
In both French and English (1886)		45
Note—Only those who took translation are put down here, a great number took English reading.		

English Examinations passed by French Teachers.

In 1885 there were 65 French candidates for District certificates. Of these 6 took English Grammar, 5 English Composition. 44 Translation, and 65 English reading.

In 1886 there were 59 French candidates; 4 took all the English subjects, 41 Translation, and 53 English reading.

In explanation of the seemingly large number of candidates it may be pointed out that Mr. White sends his French teachers to our examination, and we require many of our weaker candidates to come up each year.

Unauthorized Text-books.

The allegation that the authorized English text-books are not used is untrue. I have met with a few unauthorized primers in geography and history, but in every instance their use has been discontinued on its being pointed out to the teacher that they were not authorized. Mr. Dufort assures me that in the schools under his charge only the authorized text-books are used in the English subjects.

Text-books used in English Schools.

The following are the text books used in our schools:—

Reading—Ontario Readers.

Arithmetic.—Kirkland & Scott, Smith & McMurchy, H. Smith.

Geography.—Campbell, Lovell's Intermediate, Calkin.

Grammar.—Swinton's Language Lessons, Mason.

History.—Collier, Thompson, Epoch Primer, Jeffers' Public School History of England and Canada. (None but the last now bought).

Algebra.—H. Smith, Todhunter.

Euclid.—H. Smith, Todhunter, Potts.

Science.—Authorized Primers.
Drawing.—Authorized books, Walter Smith's cards (a few).

Text-books used in French Schools.

English Subjects and Drawing.—Same as above.
French Reading.—Montpetit's series, Prof. Lagace's Treatise on Reading. A few schools use the Syllabaire des Ecoles Chertiennes.
Arithmetic.—Christian Brothers, Kirkland & Scott.
Geography.—Christian Brothers, Campbell.
French Grammar.—Robert (principally), Larousse, Christian Brothers.
History.—Toussaint's (Canada), Drioux's (England), Christian Brothers.

W. J. SUMMERBY,
Inspector.

School Inspector's Office,
Russell, 25th June, 1887.

Sir,—It is our wish to give our French teachers definite instructions in reference to the teaching of English; but, in reading the "General Directions for Teachers of English and French Schools," dated September, 1885, I find that I am not quite certain whether it is intended that every child in school is to learn English during his whole school career, or whether he is first to learn the elements of French reading and not to take up the study of English until he is promoted from the A B C book to book No. 1 of the series in use in our schools. The doubt is as to which children come under the head of Class I. in the "General Directions."

In Hawkesbury Public School we have a whole department, some 60 or 70 pupils in the A B C book, or French primer. Are they to learn English while they are learning to read the primer in French, or are they to be given their English education when they are promoted from that room and begin to read the *premier livre?*

You will confer a favor by communicating to me the Minister's decision on this point.

Your obedient servant,

W. J. SUMMERBY,
Inspector Public Schools.

The Secretary,
Education Department, Toronto.

Education Department,
Toronto, 29th June, 1887.

Dear Sir,—The Minister desires, before replying to your letter of the 25th inst. as to the time of taking up English in the French Public Schools, to be favored with the opinions of yourself and your colleague, Mr. Dufort, on the point as to what is desirable and in the best interests of the schools, so that the teaching of English may be introduced with the best effect.

Yours truly,

ALEX. MARLING,
Secretary.

W. J. Summerby, Esq.,
School Inspector County Russell,
Russell.

School Inspector's Office,
Russell, 14th July, 1887.

Sir,—In reply to your letter of the 29th ultimo, respecting the teaching of English in the French Public Schools, I have to say that I am quite satisfied with the course in English, drawn up by Mr. White; but to remove all doubts as to the point of time in the French child's school career at which the study of English is to begin, I would have it distinctly understood—

1st. That every child is to learn English during his whole school career;

2nd. That during the time in which the French pupil is learning to read the French primer, or A B C book, the instruction in English for him is to be entirely oral, and that he is to begin to *read* English when he is promoted to the next French reading book.

I may say, also, that after a conversation with Mr. Dufort on the subject, I find that he agrees with me.

Your obedient servant,

W. J. SUMMERBY,
Inspector Public Schools.

The Secretary,
Education Department, Toronto.

Toronto, 30th August, 1887.

My Dear Sir,—I enclose you a petition from the Village of Hawkesbury, respecting the study of French and English in the Public School. The matter complained of is plainly stated, but before replying I would like to get a statement from you as to what official pressure has been brought to bear upon the Trustees, if any, or what you think is best to say to the petitioners under the circumstances.

Yours truly,

(Signed) GEO. W. ROSS.

W. J. Summerby, Esq.,
Inspector Public Schools, Russell.

Hawkesbury, Ont., Aug. 15th, 1887.

To the Honorable The Minister of Education for Ontario.

Honorable Sir,—Your humble petitioners have learned, with regret, that the regulations compelling the teaching of English in schools attended by French-speaking pupils are about to be enforced by the School Board at Hawkesbury.

The prayer of your humble petitioners consists in that, taking into considera ion the peculiar composition of the schools of this village, you may find it possible to allow matters to continue as during last and previous ten or twelve years. In the Public Schools' departments of Hawkesbury Village there are six rooms taught by as many teachers. In three of these rooms English only is taught and in the other three French only.

Attending these rooms was an average of *three hundred and fifty* children, *one hundred and fifteen* in the English, and *two hundred and thirty-five* in the French rooms.

Now, in the opinion of your humble petitioners, an exception might be made in the case of this school, allowing matters to continue as heretofore, as we consider the mixed education will certainly be to the disadvantage of French-speaking children.

Will you, Honorable Sir, be pleased to take this matter into your favorable consideration; and, if at all possible, accord the prayer of your humble petitioners, and instruct the Board of Education for Hawkesbury Village accordingly; and your petitioners shall, as in duty bound, ever pray.

Felix Harbie, John Reevins, Ferdinand Rochon, Ferdinand Laliberté, Edouard Richer, Michel Lefebvre, Magloire Cantin, Joseph Labrecque, Dominique Menard, Louis Proulx, Alexandre Brunette, Joseph Bruneau, Etie Belle Isle, Benjamin Roy, W. J. Costello, J. B. Bergeron, I. B. Périllard, Wm. Mailley, Nap. Périllard, Alp. Joly, Oliv. Leroux, Alb. Fanteux, Michel Sauvé, Cyrille Joanice, Basile Bruneau, J. B. Mailley, Cam. Fanteux, T. Maniville, H. Laframboise, Sun. Paquet, J. B. Lacomte, J. B. Lecours, David Themeus, Dom. Proulx, Xav. Lecompte, Hil. Brazeau, Louis Lacelle, Alf. Demers, Et. Martel, Paul Bellefeuille, Aug. Ménard, Elie Ménard, Gem. Pierre, Rég Laframboise, Elie Brunet, Evaniste Demers, Ald. Lavigne, Cam. Proulx, Ben. Charette, Aug. Lecompte, Max. Joly, Alex. Joly, Ls. Belle Isle, P. Staugo, Sev. Belle Isle, Jos. Leroux, Jos. Turpin, Pierre Lacelle, Michel Joly, Jos. Descarrier, Ed. Guenard, Thad. Monette, Ant. Goddon, Pierre Courtois, J. B. Laframboise, Jos. Sauvé, Fiermain Maillier, Denis Doyle, Bernard McManus, V. Lortie, Jno. Morrow, Basile Carrière, Isidore Belle Isle, Phelebert Duchèsne, Agnas Piche, Pierre Lefebvre, Moise Joly, David Lacelle, Harmidas Thauvette, Michel Thauvette, Octave Seguin, Jauvier Sauvé, Evariste Bauché, E. D. Joanis.

School Inspector's Office,
Russell, September 3rd, 1887.

Dear Sir,—I have the honour to acknowledge the receipt of your letter of the 30th ult. with the accompanying petition from the Village of Hawkesbury. Herewith I return the petition and enclose a copy of the rough draft of a letter sent by me to the Hawkesbury Board of Trustees in July last. It is not word for word the letter sent, but it contains the substance of it.

You will see that I have recommended nothing but the merest rudiments of English for the French children: conversation, reading, spelling and dictation. From 30 to 40 minutes a day in the lower room, with perhaps twice that time in the others, would be ample for this work. Surely this is not too much time to give to the study of English in a public school in an English-speaking Province.

If we have English taught at all to the French children, we must begin with the larger schools where the trustees can afford to pay teachers capable of teaching both languages, and Hawkesbury is our largest school.

The petitioners say in effect that a knowledge of English would be to the disadvantage of French-speaking children. This is preposterous. Of the hundreds of French children now growing up in Hawkesbury, the great majority will probably seek a livelihood in English-speaking communities. It would in my opinion be to the detriment of the cause of education in the counties to allow matters to go on as heretofore in the Hawkesbury school.

I have the honor to be,
Dear Sir,
Your obedient servant,

W. J. SUMMERBY,
Inspector Public Schools.

Hon. G. W. Ross,
Minister of Education, Toronto.

School Inspector's Office,
Russell, July, 1887.

To the Board of School Trustees, Hawkesbury:

Gentlemen,—Having found in my visits to the Hawkesbury Public School that in three of the rooms the English language is not taught, the exercises being entirely in French, I wish to draw your attention to regulation No. 24 of the Education Department. I understand that regulation to mean that every child in the Public Schools of Ontario must learn English. Of course this is not to interfere with his right to learn French if that is his mother tongue. In that case he may learn both languages, but he must learn English.

The following is suggested as a course in English suitable for the children in the three French departments :—

I. Lower Room.—A short conversational lesson twice a day ; names of common objects.

II. Intermediate Room.—1. Conversational lessons continued.
2. Reading First Books parts I. and II. of the Ontario Readers.
3. Copying the lessons read.
4. Memorizing some lessons.
5. Oral spelling and dictation.

III. Upper Room.—Same as for II. substituting books II. and III. for the first books.

N.B.—All the lessons read to be translated.

(Signed) W. J. SUMMERBY.

Toronto, 9th September, 1887.

My Dear Sir,—I have considered carefully the petition of certain ratepayers of the Village of Hawkesbury, and have had before me also the official letter of the Inspector to the Board of Trustees respecting the study of French in the Hawkesbury school. If you will refer to Regulation 24 of the Education Department—a regulation which was approved by the House—you will see that the study of English is obligatory. From the letter of the Inspector you will observe that he is disposed to interpret the regulations very liberally. The amount of English, which he requires to be taught, would not interfere with the classification of the school, nor would it require the appointment of an additional teacher. The rule, which is now being urged upon your attention, is of uniform application, and is generally observed in all schools in which the French or German language is taught. To postpone its application indefinitely is beyond my jurisdiction.

As the petition from the Board of Trustees came to me through you, I send you the official answer.

Yours truly,

GEO. W. ROSS.

Alf. Evanturel, Esq., M.P.P.,
Alfred P.O., Ont.

TORONTO, 20th September, 1887.

MY DEAR SIR,—I am very anxious to be able to report some progress in the study of English in the French schools of the eastern part of the Province in my annual statement to the Legislative Assembly. Mr. Donovan, Inspector of Separate Schools, has stated that English is taught in every school within his district. A similar report from you would be very gratifying. The course of English study approved by my Department two years ago is so elementary that there need be no delay in introducing it even where a teacher's knowledge of the English language is not very extensive. In the meantime will you kindly let me know how many schools have not yet complied with the regulation in that regard, and in making your report for 1887 designate by number and locality where English is not taught.

Yours truly,

G. W. ROSS

W. J. SUMMERBY, Esq.,
School Inspector,
Cos. Prescott and Russell,
Russell.

NOTE.—Similar letter sent to Mr. Dufort, Assistant Inspector.

CURRAN, 26th September, 1887.

The Honorable THE MINISTER OF EDUCATION,
Toronto.

SIR,—In reply to your letter of the 20th instant, I have the honor to state that according to information given me by the teachers, of the whole number of pupils registered at the time of my last visits about one-third study English reading and spelling, and about one-eighth translate the reading lesson in English. There are ten schools where the English is not taught.

As I make my visits I insist on the introduction of the course of study approved by your Department.

I have the honor to be,
Sir,
Your obedient servant,

O. DUFORT,
Assistant I. P. S.

SCHOOL INSPECTOR'S OFFICE,
RUSSELL, 3rd October, 1887.

DEAR SIR,—In reply to your letter of the 20th ult., I may say that Mr. Dufort informs me that he has reported to you direct on the teaching of English in our French schools. I do not know that there is much additional information that I can give you. Of course English is taught to all the pupils in the schools directly under my charge, and Mr. Dufort reports that in only ten of the departments under his charge was there no English taught during last term. We hope to reduce that number before the end of the year.

I have the honor to be,
Sir,
Your obedient servant,

W. J. SUMMERBY.

Hon. G. W. Ross,
Minister of Education,
Toronto.

TORONTO, 28th December, 1887.

MY DEAR SIR,—I am preparing my annual report and would like to discuss the present condition of the study of the English in the French schools in your district. Last year I remember you reported that in a number of the schools English was not taught. Could you send me a report in a few days in reference to this particular matter. If you have an extended report to make, that could be done later.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY,
Inspector of Public Schools,
Russell.

NOTE.—Similar letter sent to O. Dufort, Assistant Inspector.

SCHOOL INSPECTOR'S OFFICE,
January 4th, 1888.

SIR,—At the beginning of last year I asked my assistant, Mr. Dufort, to pay special attention to this subject when making his inspectoral visits. The result is that we have reduced the number of purely French departments from twenty-seven to six, and I hope to be able to report, at the end of the present term, that these six have fallen into line. At last summer's examination for teachers for our French schools, all candidates totally ignorant of English were rejected. I do not wish it to be thought that I am satisfied with our present attainments in this respect. As I have said in previous reports, our weak point is a staff of teachers having an imperfect acquaintance with the English tongue. But I think that we are going forward as rapidly as can be expected under the circumstances. The supporters of these schools are generally new settlers working hard to clear up their land and pay for their homes; salaries are consequently low. As we have no schools where the teachers of both languages can be properly trained, our supply comes from without the counties, generally from the Province of Quebec; hence their imperfect knowledge of English. The remedy is time or money. If the people of Ontario cannot wait for time, they will have to furnish the money to establish a school in which our bi-lingual teachers may be trained.

Yours truly,

W. J. SUMMERBY.

The Hon. G. W. Ross,
Minister of Education,
Toronto.

TORONTO, 9th January, 1888.

DEAR SIR,—I am very much pleased with your report, it meets some of the points raised admirably. Would you be kind enough to look over the first notes you made of your inspection when first appointed years ago, and let me know in how many schools in

your inspectoral division English was not taught. If you have any information going back to 1871 or 1872 from your predecessors' reports which you could give I would like to get it very much.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY, Esq.,
Inspector Public Schools,
Russell.

SCHOOL INSPECTOR'S OFFICE,
RUSSELL, 31st January, 1888.

DEAR SIR,—I have delayed answering your letter of the 9th inst. until I had an opportunity of examining the reports of predecessors, on file in the county clerk's office at L'Orignal. There is nothing in these reports to show in how many of the schools no English was taught at the time they were made.

Mr. Dufort informs me that it is only within the last year or two that he has kept any record of the numbers learning French only.

Of the schools that I inspect, there were, when I came to the counties, two in some of the departments of which French only was taught. These were the public schools in the villages of Hawkesbury and L'Orignal; two departments at Hawkesbury and one at L'Orignal. All of the pupils in these departments now learn English.

It was, I think, in the year 1872, that a purely French department was first established in Hawkesbury village. Of course there had been French schools in the counties many years before that time.

Mr. Dufort has reported to the department that when making his last inspectoral visits he found six departments in which no English was taught. I have found upon enquiry that in four of these departments English is now taught to every pupil. These are the three French departments in Hawkesbury village and the junior department in S. S. No. 5, Clarence.

I have the honor to be,
Sir,
Your obedient servant,

W. J. SUMMERBY,
I. P. S.

Hon. G. W. Ross,
Minister of Education,
Toronto.

TORONTO, 10th Jan., 1888.

MY DEAR SIR,—I observe from your Annual Report that you have in certain districts of the Province French Schools. Do I understand that these schools are exclusively French, and that English is not taught in them at all?

I observe that provision is made in your Normal Schools for a course of French for teachers who are to teach in French settlements. Do these teachers take an English course as well? Do your Regulations require that English must be taught in every school, no matter what other language may or may not be taught?

Yours truly,

(Signed) GEO. W. ROSS.

WM. CROCKETT, Esq.,
Superintendent of Education,
Fredericton, N. B.

NOTE.—No reply received to this letter.

ST. RAPHAEL'S, February 5th, 1889.

The Hon. G. W. Ross,

HON. SIR,—I am told by a person named Lafrance that you gave permission to have French taught in the *Separate* School here equally with English.*

If you have done so the persons making the request must have led you to believe that this suited the English portion of the section.

The French have no right to this. The Scotch people built the school long before any French made their appearance here; they pay the largest amount of taxes. I grant the French may have more children but they all speak English.

Now what I want, Hon. Sir, is to withdraw the permission to have the French placed on the same footing with English, and to have English the language of the school. The mistress is not able to teach English and I am sure she could not obtain a Third Class Certificate.

She is now teaching on a permit obtained from Mr. Donovan, if I am rightly informed.

The bishop will not allow this and has sent me very strict instructions how to act. There is a very bad feeling here at present between the two nationalities, and one word from you will make everything right.

Would you please send, or have sent, a copy of the letter sent by Lafrance; if they are private I won't ask you, but if not I would like to know if he has used false representation to gain his object.

I am, Hon. Sir,
Truly yours,

T. J. FITZPATRICK,
Priest.

TORONTO, 11th February, 1889.

DEAR SIR,—I beg to acknowledge the receipt of your favor of the 5th inst., respecting the difficulty in the school at St. Raphael's. In dealing with the question of two

* No such letter was received or permission communicated.

languages in our Public and Separate Schools, the Department has held constantly in view the following considerations: (1) It is indispensable that English should be thoroughly taught in every school, Separate or Public. No objection, however, is taken to the study of the French language so long as the Inspector is satisfied with the efficiency of the school in English. (2) It is also indispensable that every teacher engaged in a Public or Separate School should be able to teach English. The primary object of our examination is to test his knowledge of the subjects of our school curriculum in this language. If, however, from the complexion of the population of any school section a knowledge of French is desirable, then a person qualified to teach both languages is preferred. I shall be glad if this explanation will aid in restoring harmony and in promoting the prosperity of your school.

Yours truly,

GEO. W. ROSS.

The Rev. T. Fitzpatrick, P. P.,
St. Raphael.

Toronto, 21st February, 1889.

My Dear Sir,—Will you write on the receipt of this at once to say if English is taught in every school in your district. The report you made to me in January, 1888, was to the effect that English was then taught in every school except six. I hope you will be able to say now that in even these it has been introduced. Of course I do not expect at once to have every pupil study the English language, but it would be very gratifying if I ascertained that English was taught in every school. I would like to get your reply to this on Monday next.

Yours truly,

GEO. W. ROSS.

W. J. Summerby, Esq.,
I. P. S.,
Russell.

Toronto, 21st February, 1889.

My Dear Sir,—Inquiry is made in the House as to the extent to which English is taught in the French schools of Eastern Ontario. Mr. Summerby reported to me last year that there were only six schools in which English was not taught. Are you able to say now that English is taught in every school. Kindly report to me so that I may have your answer not later than Monday next.

Yours truly,

GEO. W. ROSS.

O. Dufort, Esq.,
I. P. S.,
Curran.

School Inspector's Office,
Russell, 23rd February, 1889.

Dear Sir,—I am in receipt of the printed copy of the resolution respecting the French schools and shall endeavor to have the information asked for ready for entry when the schedule comes to hand.

Last year I had to report that we had six schools in which English was not taught. Mr. Dufort has made a verbal report to me that these six fell into line during 1888, so that we can now say that English is taught in every public school in the counties.

Yours truly,

W. J. SUMMERBY.

Hon. G. W. Ross,
Minister of Education,
Toronto.

Curran. 25th February, 1889.

The Hon. the Minister of Education,
Toronto.

Sir,—Last year according as I made my first visits I insisted on all the teachers that they had to teach English, and also explained to trustees and parents the necessity of having it taught. The result is that I now have the pleasure of stating that English is taught in all the schools more or less.

Your obedient servant,

O. DUFORT,
Assistant I. P. S.

IV.—COMMISSION ON FRENCH SCHOOLS.

COMMISSION.

Whereas, it is required by the Regulations of the Education Department that instruction shall be given in English in all the Public Schools of the Province, and

Whereas, the said Department is desirous of learning with certainty whether and how far the said Regulations are complied with in the Counties of Prescott, Russell, Essex, Kent and Simcoe, or what steps should be taken for the more complete enforcement of the said Regulations in the said counties respectively and,

Whereas, by section 226 of the Public Schools Act the Minister of Education has power to appoint one or more persons as he from time to time deems necessary to report to him upon school matters,

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, Commissioners, to visit the Public Schools of the said Counties of Prescott, Russell, Essex, Kent and Simcoe, for the purpose of making full and careful enquiry by personal inspection and any other way they may deem expedient, into the teaching of English in the Public Schools of the said counties in which the French language is taught, and the observance of the Regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed.

The said Commissioners are also authorized and hereby directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the French language as their mother tongue; and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under Regulation 9 of the Education Department.

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 13th May, 1889

To the Hon. G. W. Ross, M.P.P.,
Minister of Education,
Province of Ontario.

Sir,—We the undersigned Commissioners having received the foregoing Commission proceeded at once to the discharge of the duties therein assigned to us and have the honor to report as follows :

Counties of Prescott and Russell.

French-speaking Population.

Before speaking in detail of what are commonly known as the French Schools in these counties, it may not be out of place to speak of the immigration of the French people and of the circumstances under which these schools were established.

The first settlers, who were English-speaking people, settled chiefly upon the high lands, and left unoccupied the low or swamp lands, of which there were large areas that could be reclaimed only by very great labor.

The first French-Canadian settlers went into this part of the Province as lumbermen, and finding the soil good, they purchased these unoccupied lands at a low price and settled upon them in large numbers.

The increase in the French-speaking population during the past thirty-eight or forty years has been very marked, as is shown by the following census returns for the years 1851, 1861, 1871 and 1881 :

——	1851.	1861.	1871.	1881.	Increase per cent. from 1851 to 1861.	Increase per cent. from 1861 to 1871.	Increase per cent. from 1871 to 1881.
Total population	13,357	22,323	35,991	47,939	67	61	33
French population.....	4,126	9,447	15,223	24,223	129	61	60

During the past twenty years many of the English-speaking people have removed to other parts of the country and very few of that class have moved into the counties. The result is, that the increase of the English population has been less than that of the French.

While unoccupied lands could be obtained the immigration of French-Canadians continued; but as nearly all these lands have now been purchased and brought under cultivation, this immigration has, of late, been very much reduced. Several of the old settlers told us that during the past four or five years it had almost entirely ceased. They also stated that many French settlers had recently sold their farms and removed to Manitoba or the Western States.

French Language in the Schools.

As the French-Canadian people and the English-speaking people, on coming into the district, settled in separate communities, the school sections became, to a great extent, essentially French or essentially English. The boundary lines are not

always distinctly drawn, yet, in most cases, the early distinctive racial character of neighborhoods still remains. As an evidence of this, we found that in no less than thirty schools every child whose name was entered on the roll was of French-speaking parents. As whole sections were settled by the French, or as a majority of the people in a section became French, teachers who could speak French were employed, and French became the language of many schools, as it was already the language of the sections. The present English schools, have always been English since they were first established, and most of the French schools have always been French, yet in a few cases, schools which were formerly English and in which English teachers were employed, are now taught by French-speaking teachers. This is due to the greater increase of the French population. In all cases where English children attend French schools, inspectors, and trustees make special efforts to secure the services of teachers who can speak both English and French. In this, however, they are sometimes not very successful, and many English parents complain that their children are imperfectly taught by French teachers, whose knowledge of English is too limited to enable them to impart instruction properly in that language. For this reason some have taken their children from their own school which is taught by a French teacher, and have sent them to an English school in another section. French ratepayers also, contend that their children sometimes receive but scant justice from teachers who cannot speak French.

Official Recognition of French Language.

We find that as far back as 1851 it was ordered by the Council of Public Instruction "In regard to teachers of French that a knowledge of French grammar be substituted for a knowledge of English grammar, and that the certificate to the teacher be expressly limited accordingly."

By resolution of the Council of Public Instruction, dated April 20th, 1868, the following French text-books were authorized for use in French Schools in Ontario :

"Cours d'Arithmétique Commerciale."
"Abrégé de la Géographie Moderne."
"La Géographie Moderne"
"Grammaire pratique de la Langue Anglaise."
"Traité Elémentaire d'Arithmétique."
"Le Premier Livre de l'Enfance."
"Cours de Versions Anglaises."
"Grammaire Française Elémentaire."
"Traité de Calcul Mental."

In 1879 the following list of French text-books was authorized. Several of these books are still in use and some others, as the French Readers, which are not authorized, have been introduced into the schools.

"FRENCH TEXT-BOOKS IN USE IN ONTARIO MIXED SCHOOLS."

NOTE.—E. *means suitable for Elementary Schools.* M. *means for Model or more advanced schools.* A. *means for Academic or superior schools.*

"In Public Schools where there are both Protestant and Roman Catholic French scholars, the books sanctioned by the Protestant and Roman Catholic Committees of the Council of Public Instruction for Quebec may be used, as follows" :—

Arithmétique de Bouthillier. Publié par MM. Crémazie. E.
Cours d'Arithmétique Commerciale. Imprime chez Eusèbe Senécal. Montreal, 1863. M.
Cours de Tenue des livres, en partie double et en partie simple. Imprime chez Eusèbe Senécal. Montreal, 1861. M.
Abrégé de la Géographie Moderne. Publié par la Societé d'Education de Quebec. E.

La Géographie Moderne de Holmes. M.A.
Abrégé de l'Histoire du Canada de F. X. Garneau. E. M.
Grammaire de Lhomond (Edition de Julien) et les Exercices sur la même. E.
La Série des Cours de Grammaire de Julien et les Exercices sur Icfeux. M.
Petit Traité de Grammaire Anglaise à l'usage des Écoles primaires. Par Charles Gosselin, Quebec. E.
Manuel d'Anglais ; Grammaire et Thèmes. Par P. Sadler, Paris, 1829. E.
Manuel d'Anglais, thèmes et Syntax. Par le même, Paris, 1840. E.
Grammaire Pratique de la Langue Anglaise. Par le même, Paris, 1848. M.A.
Cours de Versions Anglaises. Par le même. M.A.
Manuel Classique de Conversations Françaises et Anglaises. Par le même. M.A.
Nouveau Dictionnaire. Portatif Anglais-Français et Français-Aglais. Par le-même. M.A.
Précis Élémentaire d'Histoire Naturelle. Par Zeller. Paris, 1858. M.A.
Traité d'Agriculture Pratique. Par J. F. Perrault, Montreal, 1858. E.M.
Dictionnaire Classique de Bénard. Edition de 1863, Paris.
Réponses aux Programmes de Pédagogie et d'Agriculture. Par M. l'Abbé Langevin. Second edition.
Grammaire Française Élémentaire. Par F. P. B. E.
Traité de Calcul Mental. Par F. E. Juneau. E.M
Traité Élémentaire d'Arithmétique. Par F. X. Toussaint. E.M.
Tenue des livres, en partie double et en partie simple. Par Napoleon Lacasse. E.M.
La Grammaire Complète de Poitevin. M. A.
Traité d'Analogie Grammaticale. By the same. M.A.
Traité d'Analyse Logique. By same. M. A.
Cours Complet de Dictées. By same. M. A.
Le Premier Livre de l'Enfance. By the same. E.
La Grammaire du Premier Age. By same. E.
La Grammaire Élémentaire. By the same. E.
Manuel d'Anglais, Sixième partie : Leçons de Litterature Anglaise. Par P. Sadler. Paris, 1841.
Manuel d'Anglais, Cinquième partie : Leçons de Litterature Anglaise. Par P. Sadler. Paris, 1841.
Manuel d'Anglais, Deuxième partie : Versions et Dialogues. Par P. Sadler. Nouvelle édition. Paris, 1857.
Exercices Anglaises, ou cours de Thèmes gradués. Par P. Sadler. Douziéme édition. Paris, 1857.
Nouvelle Méthode pour apprendre à bien lire. Par J. E. Juneau.
Grammaire Française. By F. P. B. E.
Lectures Instructives et Amusantes, en manuscrit. By F. P. B. E.
Traité de Calcul Mental. By F. E. Juneau. E. M.
Syllabaire for Elementary Schools only. By MM. Juneau and Lacasse. Quebec, 1868. E.
Traité de Chimie Agricole. By Dr. Larue. Quebec, 1868. E. M.
Traité d'Analyse Grammaticale. By Napoleon Lacasse. Quebec, 1867. E. M.
Grammaire de Bonneau et Lucat, revised by Michaud. E. M.
Traité de l'Art épistolaire. Sorel. E. M.
Abrege de la Grammaire Française, tenth edition. By O. J. L. Lafrance. Quebec, 1867. E. M.
Traite Élementaire d'Arithmetique. By L. H. Bellerose. Montreal, 1867. E. M.
Nouveau Cours de Langue Anglaise on the plan of Ollendorf. MM. Beauchemin and Valois. Montreal, 1868. E. M.
Elements de Botanique et de Physiologie vegetale, suivin d'une petite flore simple et facile de la Province de Quebec. Par M. l'Abbe Ovide Brunet. E. M. A.
Histoire du Canada à l'usage des maisons d'education. Par le Pere C. H. Laverdiere, A.M. E. M. A.

It does not appear that this continued use of French text-books arises from a desire on the part of the French to exclude the English language from the schools. We conversed with all classes of the French people, and they invariably expressed themselves not only as *willing*, but as *desirous* that their children should learn the English language. They are also desirous that they shall learn to read and write in French—their mother tongue.

Teachers.

As already stated, French-speaking teachers are usually employed in schools where the majority of the pupils are French, and although four English-speaking teachers are employed in such schools, yet these teachers speak French fluently.

The supply of teachers has been obtained in the past almost entirely (1) from the Public Schools within the counties and (2) from various educational institutions in Ottawa and in the Province of Quebec. Of the sixty-nine teachers employed in the French schools inspected by us, only three had attended a High School, and only two had received any training in either a Normal or a Model School in Ontario. One had a Second Class certificate, one had a Third Class certificate, two had County Board certificates, forty-seven had District certificates, and eighteen, of whom five were assistants, had Permits granted by the inspectors. Taking the proficiency of the French teachers in the use of the English language as the basis of classification, twenty-six may be classed as good, twenty as fair, and nineteen as not competent to teach English with any degree of efficiency.

Examination of Teachers.

The Board of Examiners for the counties of Prescott and Russell issues District Certificates, valid for the schools in sections where French is the prevailing language. An examination is held on questions prepared by the Board, and is conducted partly in English and partly in French. The inspectors informed us that the English portion of the examination had been increased by them from time to time, and their printed circular, issued in January last, announces that for the present year the examination, except the part which relates to the French language and literature, will be conducted wholly in English. The inspectors are thus trying to raise the standing of the teachers in English, but in order to provide teachers for the schools, they will doubtless be obliged in many cases to accept a low degree of qualification. Certain it is that many teachers are now teaching on temporary certificates who could pass but a poor examination in English.

In inspecting these schools we kept before us the course of instruction in the following circular issued by the Department in September, 1885:

"*General Directions for Teachers of English and French Schools.*"

"The following exercises are submitted for teachers in charge of English and French schools, as an outline of the course to be pursued in order to secure a better knowledge of the English language:—

Colloquial Exercises.—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the body, etc. Such exercises may take the form of object lessons.

Reading.—Class I. from Part I. Ontario Readers; Class II. from Part II. Ontario Readers; Class III. from Book II. Ontario Readers; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

Spelling.—Class I., copying on slate, lessons from board and reader; Class II., as for Class I., easy oral exercises and dictation; Class III., copying on slate or paper, dictation, oral exercises.

Composition.—Class III, as for Second Class; Class IV., reproduction of stories, description of pictures, of subjects treated of in object lessons, etc., letter writing.

GRAMMAR.—In Classes I. to IV. inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language; the materials to be drawn from objects and reading lessons of the respective grades.

PRONUNCIATION.—To receive special attention in all grades.

TIME.—Classes I. and II., at least two hours a week; Classes III. and IV., at least four hours a week."

Schools.

Before speaking of the work done in the schools, it should be mentioned:

I. That the schools in the several counties were inspected at a time of the year (May and June) when the attendance in rural schools consists chiefly of the younger pupils.

II. That the teaching of little children in two languages necessarily adds to the work of the teacher, and for a time renders the progress of the pupil slower than it would be in a school in which only one language is taught.

With reference to the instructions contained in your circular just quoted we find:

I. That some English is taught in every school.

II. That the Ontario Readers have been introduced into every school.

III. That the pupils are usually well supplied with English reading books.

IV. That in at least twelve schools the work done in English is much beyond the amount prescribed.

V. That in 24 schools more time is given to English than that prescribed in the circular; in 6 the time prescribed is given, and in 28 less than the time prescribed is given.

VI. That in very few schools has sufficient attention been given to colloquial exercises.

In several schools only young children were present, and classes were therefore confined to pupils in the First Reader. It should be mentioned, however, that whenever the teacher was at all proficient in speaking English, and when the school contained pupils who had been attending some time, these pupils were almost invariably in the third or fourth class in English, showing that progress was being made in this subject. In 17 schools the results were very satisfactory indeed, and in several cases quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English.* The backward condition of these last mentioned schools must be attributed, we believe, mainly to the inability of the teachers to speak English freely. If the children are to learn to speak the English language their teachers must be able to speak it. The teacher who finds it difficult to express his thoughts in English, to pupils who know even less of English than himself, naturally uses the language which both he and they understand.

The lack of progress is not, however, the result of this cause only. We found in two schools in which English-speaking teachers were employed, that the standing of the pupils was quite below that of the French pupils in several schools whose teachers could speak comparatively little English. In the one case the teachers had taught by good methods and had labored faithfully; in the other the teaching of English had evidently been neglected. As many of the teachers have attended only the Public Schools in the

*Two schools—15 Alfred and 19 E. Hawkesbury given in the schedule are not included in this classification.

district, and have received no professional training, they are not proficient in approved methods of teaching, and the method usually followed in teaching the children to speak English is very defective. A child learns first to speak a language, then to read it. We never teach him the spoken language through the written. He may learn from books to pronounce, and to translate from one language into another, but he will learn to *speak* the language only by the *practice* of *speaking*. The general principle that we learn to do mainly by doing, holds true in this case as in all others.

The method usually followed is to teach the children to read the first French book, and in some cases a part of the second book, before they learn any English. The first English book is then placed in their hands, and they are taught to read or rather to pronounce, as their first exercise in English. The teacher gives the meaning of the words by translating into French, and as the pupils advance they are required to spell the words, and to translate regularly from English into French and sometimes from French into English. This is the method practised in a majority of the schools. The pupils are taught to read and translate in the hope that they will thereby learn to speak English. We need not say that the hope in most cases is still deferred. The pupils usually translated freely and correctly, and spelled nearly, if not quite as well as the English pupils present in the schools; but only those who had been taught orally, and who had been trained to give their answers directly in spoken English, showed any readiness in speaking the language.

This defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very slow progress, and in many cases are learning to read words and sentences which they do not understand.

Pupils not Learning English.

At least 90 per cent. of the pupils reported as not learning English were in the first French reader, or had been recently promoted to the second class. Very few were found in higher classes who were not learning English.

There is difference of opinion as to the time at which it is best for a pupil to enter upon the study of the English language, but the practice followed in the schools appears to commend itself to a majority of the teachers, and is in accord with the wishes of the parents. What we have to recommend on this subject will be found under the heading of recommendations.

County of Essex.

About the year 1700, French-Canadian pioneers from the Province of Quebec began to settle along the south side of Lake St. Clair and the Detroit River, in what is now the County of Essex. From the census returns since 1851, we find the population of the county and the French population to be as follows:—

——	1851.	1861.	1871.	1881.
Total population	16,817	25,211	32,697	46,962
French "	5,424	3,706	10,539	14,658

From these figures it will be seen that the total population and the French population have increased at about the same rate. From 1851 to 1881 the increase of the former was 179 per cent., and of the latter 172 per cent. The returns of the French for 1861 are evidently incorrect. Surrounded as the French people are in this county by

English-speaking people, they are constantly brought in contact with the English language; and, in consequence of this, they usually understand English and speak it with some fluency, though French is the language of their homes. Their language, their religion and their love of nationality have been fully preserved.

Although racial identity is still distinctly marked, yet the English-speaking and the French-speaking people live side by side in harmony with each other. The French schools, with three exceptions, are in North Essex, and are under the supervision of Mr. Girardot, Public School Inspector. From the testimony of persons occupying prominent positions in this county, and from our own observation, we believe that the prudent and impartial manner in which the school law and regulations have been administered by that gentleman for so many years, has exerted a beneficial influence in preventing race prejudice, and in furthering the educational interests of all classes alike.

Schools.

There are thirty schools in the County of Essex in which French is taught, and all were inspected by us. Many of these could scarcely be distinguished from English schools. In twelve schools, English is mainly the language of the school; in fourteen, French and English are taught about equally; and in four, French is the language of the school, the teaching in English being limited to reading and translation. The work done in these schools is about equal to what is done in the ordinary English rural school. The school houses and grounds usually show neatness and taste, and the schools are very well supplied with desks and other requisites. Taking the standing of the pupils in English as the basis of classification, seventeen schools may be classed as good, six as fair, and seven as poor and unsatisfactory.

The practice referred to, in connection with the schools in Prescott and Russell, of teaching the children to acquire some proficiency in reading French before they begin to learn English, is the practice adopted in the County of Essex also. Teachers claim that the French child learns to read English more readily after he has learned to read a little in his own language. The schedule, in which the statistics are given for each school, shows a large number of pupils who are not learning English, but these, with very few exceptions, are either in the First French Book or in the First Part of the Second Book. We believe, however, that the numbers are too large in many schools, and that some teachers are not so prompt as they should be in beginning to teach English to their pupils. The method usually followed in teaching English to the French children is the same as that practised in Prescott and Russell, viz., reading, spelling and translation. Scarcely any attention has been given to colloquial exercises or oral instruction in the junior classes. As many of the pupils, however, had learned to speak English by associating with English children, this defect in the teaching was not so noticeable as it would be in schools entirely French.

Teachers.

Of the thirty-four French teachers employed in these schools, twenty-nine could speak English with considerable fluency. The remaining five could speak a little English, but not enough to enable them to give instruction efficiently in this language. Six English-speaking teachers were employed, and five of these were more or less qualified to give instruction in French. Four teachers have Second Class certificates, twenty-six have Third Class, seven have Permits, and three teachers in the Windsor school have no regular certificates. As the schedule shows, this school was set apart by the Public School Board for Roman Catholic children, and these teachers have been engaged by the Board on their qualification as Separate School teachers. Twenty-five had received professional training in Ontario, and six had received their education in the Province of Quebec.

There is no special examination for French teachers in the County of Essex. All candidates for certificates take the departmental examination in English, and attend the County Model School. All do not succeed in taking the requisite number of marks, and in order to furnish a supply of teachers for the schools, it is found necessary to grant temporary certificates to those who come near the required standard.

Township of Dover, Kent Co.

In this township there are five schools in which nearly all the pupils are French. Six teachers are employed, of whom three are English and three are French. In three schools little attention is given to French, English being the language of the schools. In one school about one hour a day is given to the French language, and in the remaining school about half the time is given to English. In the primary division of school No. 3, which consists of pupils in the First and Second Readers, scarcely any English is taught. All the teachers except the assistant have regular certificates, and have received professional training. These schools are similar to the French schools in the County of Essex, and require no special remarks.

Township of Tiny, Simcoe Co.

In this township there are three schools in which the majority of the pupils are French, and these are taught by French-speaking teachers. Another school, in which about half of the pupils are French, is taught by an English-speaking teacher, but a French assistant is usually employed. The teacher of the last mentioned school has a Third Class certificate. The French teachers have certificates granted in the Province of Quebec, and made valid by the Simcoe County Board of Examiners, for the schools in which they are employed. The French teachers do not speak English with much fluency, and the knowledge of English possessed by their pupils is quite limited. Some English however, is taught in all the schools, and the pupils are well supplied with the Ontario Readers. The inspector, Mr. Morgan, informed us that a French teacher was formerly employed in school section No. 10, in which there are twenty-two French children, but that an English-speaking teacher had been employed during the past eight years. He also stated that an English-speaking teacher is employed in school section No. 18, in which about 75 per cent. of the children are French, and that English is exclusively the language of the school. The teachers in Nos. 6, 10 and 18 do not speak French. Two of these teachers stated to us that they experience difficulty in teaching the young French children, and are often obliged to use the older pupils as interpreters. In the town of Penetanguishene there is a Protestant Separate School, established many years ago. In the public school, English has always been taught, but French was also formerly taught in the junior division, by teachers who could speak both French and English. For several years past English has been taught exclusively, although more than half of the pupils are of French parentage. These facts show that the teaching of English is being increased in this district. It is noticeable that no religious instruction is given in the French schools in the county of Simcoe.

English Text-Books Used.

Of the 97 schools inspected by us, 24 are supplied with a full set of the authorized English text-books, 43 have the full set of Ontario Readers, or have the I, II and III books with other authorized English text-books, as shown in the schedule; 19 have I and II books, and 11 have the I book only.

French Text-Books Used.

General use is made of the French text-books authorized by the Council of Public Instruction for the Province of Quebec. Some of these books, such as those on arithmetic, geography and grammar, are authorized by the whole committee of the Council, consisting of both Roman Catholics and Protestants; others, such as the readers and

some of the histories are authorized by the Roman Catholic committee of the Council for the Catholic schools of Quebec. As stated elsewhere in this report, books of the first class were authorized for Public Schools in Ontario in the years 1868 and 1879. No authorization has ever been given in Ontario to books of the second class. They have heretofore been suffered to remain in use, and no other books have been provided adapted to the requirements of these French schools.

The Readers, a graduated series of five books, were prepared by Mr. A. N. Montpetit, and are known as the Montpetit series. Whatever features of excellence these books may possess, they are unauthorized, and they contain teachings peculiar to the Church of Rome. Protestants complained to your Commissioners of the use of these books, as it brings their children in contact with religious teachings contrary to their own convictions. By far the most objectionable book from this point of view is an elementary reading book, "Le Syllabaire des Écoles Chrétiennes," which is used in many of the schools.

Of the histories found in the French schools, those in common use are the works of Garneau, Toussaint, Miles, and an Abrégé or Epitome of Sacred History, of the History of France and of the History of Canada. Garneau's history is generally faithful and scholarly, although the writer has a manifest preference for the French. The history written by Miles is a translation of an English work. Both it and Garneau's history have been authorized for use in the French schools in Ontario. Toussaint's history and the Abrégé are written in a spirit unfriendly to the British Empire and to the development of a patriotism embracing the whole Dominion of Canada. The use of these books should not be continued in the schools.

Religious Exercises in the Schools.

Your Commissioners found that religious exercises occupy a prominent place in the schools inspected by us. In 57 schools, religious instruction is given during school hours, in 22 it is given either before or after school, and in 18 no religious instruction is given. This instruction is given by the teachers from a catechism prepared for children of the Roman Catholic Church, and it is to the teaching from this catechism that reference is made in the schedule and summary when religious instruction is spoken of.

In some of the schools special instruction is given from this book, for a certain portion of the year, to children who are preparing for their first communion.

The prayers in use, in addition to the Lord's Prayer which is used in almost every school, are taken from the Roman Catholic books of devotion. These prayers are, in some schools, used at the opening and close of the school, both in the forenoon and afternoon. In some of the French text-books in use, which are elsewhere referred to in this report, the tenets, peculiar to the Roman Catholic Church, are more or less prominently introduced.

In addition to these methods of inculcating religion, there were found in many of the schools in the county of Essex, pictures of a religious character, the crucifix, and small statues or images of saints. In two instances in the county of Prescott, altars were found in the schools. It was stated that these were erected during the month of May for services of a special nature for the people of the neighborhood, who assembled in the school houses for evening prayers, as the churches were at a considerable distance from these localities.

The prominence given to the Roman Catholic religion in these schools is objectionable to the English speaking Protestants generally. The regulations provided by law on this question are ample to give protection to the religious convictions of all classes of people. They allow sufficient liberty to Protestant and Roman Catholic alike, for imparting religious instruction without infringing upon the ordinary work of the school. In order, therefore, to remove all ground of complaint against the existing state of things, it is only necessary that the schools be brought into harmony with the law.

The regulations governing religious exercises in the schools are as follows :—

Revised Statutes and Regulations respecting Public and High Schools, Ont., 1887, page 143, sections 200 to 206 ; page 104, section 8 ; and page 7, sections 7 and 8.

Religious Exercises, page 143.

200. "Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. "The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose; or from the Bible, as the Trustees, by resolution, may direct.

202. "Trustees may also order the reading of the Bible or the authorized Scripture selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. "No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. "If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school-room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. "When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing, and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

206. "The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each schoolhouse, at least once a week, after the hour of closing the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same schoolhouse, the Board of Trustees shall decide on what day of the week the schoolhouse shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

Page. 104. 8. "The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the Trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period." . . . .

Page 7. 7. "No person shall require any pupil in any Public School to read or study in or from any religious book, or to join any exercise of devotion or religion, objected to by his or her parents or guardians."

8. "Pupils shall be allowed to receive such religious instruction as their parents or guardians desire, according to any general regulations provided for the organization, government and discipline of Public Schools."

RECOMMENDATIONS.

Training of Teachers

In the counties of Prescott and Russell the French candidates for teachers' certificates have, in most cases, only an imperfect knowledge of English—too imperfect to enable them to take with advantage the prescribed course, as given in English in our

High Schools and Model Schools. They do not therefore attend those schools to prepare for teachers' examinations.

To provide competent teachers of English for the French Schools, and to meet some of the difficulties mentioned in this report we have to recommend :

I.—That a special school be established for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages.

It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in County Model Schools.

Candidates on completing their course in this school should be prepared to take the regular examinations in English prescribed for teachers' certificates ; and only those who have passed such examinations should receive a license to teach.

II.—That special institutes be held for the immediate benefit of the teachers now employed in the French Schools.

III.—That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

Text-books.

IV.—That a bi-lingual series of readers—French and English—be provided for the French Schools in Ontario.

If this were done, parents would be saved the expense of purchasing two sets of books of which many now complain.

The work of both teacher and pupil would be simplified, and there would be placed in the hands of the pupils, books that would aid them materially in acquiring a knowledge of both languages.

Under competent teachers, with such books, the pupil should, on completing the second book be sufficiently familiar with English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of readers, but we believe they would be more than counter-balanced by the advantages to be derived therefrom.

V. That the use of unauthorised text books in these schools be discontinued.

Religious Exercises and Instructions.

VI.—That the attention of trustees and teachers be called to the provisions of the law governing religious instruction in Public Schools, as there seems to be a general lack of information on this subject.

General Remarks.

The object aimed at in the Public Schools of the Province, is to give to the youth attending them such an education in the common branches of knowledge, as will fit them to occupy creditably the positions in life they may be called to fill, and this education should be imparted in the English language. Any departure from this rule should be only partial and in accommodation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully attained.

There can be no question as to the fact that in all the French schools in the several counties visited, notwithstanding particular cases of backwardness or inefficiency, an effort is being made to impart a knowledge of the English language ; and not only

so, but this work is receiving a larger amount of attention at present than in former years. There are some of these schools in which English has been well taught for many years, so that they are practically English schools. There are also some, as will be seen from the statistical statement forming part of this report, in which the English language is largely used in the work of the school. This is the case more particularly in the counties of Essex and Kent.

There are some schools in which the time given to English and the use of that language in the school are too limited; but even in these, more attention is paid to English than formerly, and the use made of it in the work of instruction is greater than it was a few years ago.

In dealing with these schools, in order to raise them to a higher standard, and to secure a satisfactory teaching of the English language in them, time must be allowed, and patience must be exercised. For many years, the French people were allowed to conduct their schools in their own way, no exception being taken either by the Education Department, or by the Public. Special provision was made to secure French teachers for them and French text-books were authorized for their schools. They have lived for a long period in the localities where they are found, enjoying the use of their native language. They are strongly attached to it. It is the language of their fathers, and the language used in their homes and spoken by their children. It is natural that they should cherish it with affection, and desire their children to acquire a knowledge of it. If the schools are dealt with justly, and with due consideration for the feelings of the people, and if the recommendations made in this report are adopted, we believe these schools, within a reasonable time, will be raised to a degree of efficiency that will be satisfactory to both the English and the French people.

We have reason to believe also, that whatever changes may be necessary to render these schools more efficient, and to advance the children more rapidly and intelligently in the knowledge of English, will be welcomed by the French people themselves. We have found, that, on the whole the people take a deep interest in the education of their children. In many of the rural sections in Prescott and Russell, the school houses are inferior and poorly equipped and the salaries very small; yet in some sections and villages, the people have manifested their appreciation of the importance of education, by providing excellent buildings and paying fairly liberal salaries to the teachers.

While many of the teachers, as already stated, do not speak the English language fluently, we know that teachers may give instruction in languages in which they cannot converse. At the same time it is necessary that all the teachers of our public schools should be familiar with the English language, and be able to speak it fluently. And it is found generally, that in those schools in which teachers are able to use that language with freedom, they have brought their schools to a very creditable degree of proficiency.

English teachers say that they find their inability to speak French a serious hindrance in teaching French children who do not understand English. The teachers employed in these French schools should be able to speak French, as well as English. A sufficient supply of English students willing to undergo the labor and expense necessary to fit themselves for teaching in these French schools, could not be obtained for the small salaries paid. Hence the necessity for providing such means as are recommended in this report, by which French speaking students can be trained both in the knowledge of English, and in the theory and practice of their profession.

It must be remembered also that the teachers in these French schools have to carry on their work in the face of difficulties not met with in an exclusively English school. Especially is this the case in those districts which are wholly French, or in which there are only a few English speaking residents. The pupils hear no language out of school but French. They have no occasion to make use of the English language, and their progress in learning it is necessarily slow.

It will be observed that this report bears exclusively on the schools among the French people and in which the French language is used. It has to do with the progress of the

English language in French districts. There has not therefore been any special reference made to the English minority. Their situation is, in not a few cases, one of difficulty. The schools as now conducted are not satisfactory to them. Their children come in contact with views of religious and national questions with which they are not in sympathy. The question should, therefore, be considered with special reference to these difficulties. Whatever text-books are used should be such as Protestants can put with satisfaction into the hands of their children, and whatever in any public school prevents or renders undesirable the attendance of those children, should be removed.

Interviews were had with many of the older residents in the districts visited, and with those interested in the questions under investigation. It was found that while there were complaints made by the English speaking minority in some sections, on the grounds already referred to, yet in other sections people similarly situated had no complaints to make. Some of the people spoken with seemed to think, that there had been in recent years an increased determination on the part of the French people to give prominence to their language to the exclusion of the English. They believe they see evidence of this in the social and educational tendencies in their localities. While this may be the case in some places, residents in other districts had observed no tendency in that direction.

Before leaving the subject of these schools, it is only just to teachers and pupils to state that your commissioners were much pleased with the politeness and good conduct of the children, both in and out of school.

We have also to thank teachers, trustees and inspectors for their uniform courtesy, and for the valuable assistance rendered us in conducting this investigation.

We have pleasure also in recognizing the kindness with which we were received by the people in the districts visited.

All of which is respectfully submitted.

ALFRED H. REYNAR, M.A.,
D. D. McLEOD,
J. J. TILLEY.

Toronto, Aug. 22nd, 1889.

SCHEDULES.

EASTERN COUNTIES.

COUNTIES OF PRESCOTT AND RUSSELL.

TOWNSHIP OF ALFRED.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				Y'rs	$.												Hours.		
2	Marie Gauthier	O. C B.	Que..	25	225	38	2	19	all	none.	1	1	1	....	....	.....	3	none.	Only young pupils present and these had a fair knowledge of English considering the short time they had been at school.
4	Thos. Stuart	Dis.....	Ot'wa	1	240	49	14	22	all	"	1	1	1	1	....	.....	1	none.	English speaking teacher; only small children in Part I. present, and these knew very little English.
6	Elvina Campeau	"	Ot'wa	2	200	49	none.	31	all	"	1	1	....	....	....	Brit. His.	2	25 min.	Pupils making good progress considering that they never hear English spoken except in the school-room.
8	Clarenda Lalonde	"	P. S..	5	220	64	"	40	50	14	1	1	1	....	1	.....	1	15 "	Pupils very backward.
9	Eugenie Jolicoeur	Per.....	Ot'wa	2	200	32	"	16	11	21	1	....	....	....	....	... .	1½	none.	Pupils making satisfactory progress.

10	J. M. Belanger Matilda Paiement	Dis. "	Que. "	17 8	310 200	34 54	none. "	25 38	30 13	4 41	1	1	1	1	1	....	1½	none.	In the senior division all the classes did very well indeed, and showed that they had been carefully taught in English. In the junior division the pupils were making a good beginning.
11	Emma Naubert	"	P. S.	2½	200	33	"	17	19	14	1	1	....	..	...	.....	1	20 min.	Pupils understood easy sentences, but could speak very little English.
12	Lizzie McCaughran	Per.	Que.	2	160	48	3	25	35	10	1	1	1	....	....	P. S. Gr.	1	none.	English speaking teacher. Pupils in first book knew no English. Second class did well.
13	Josephine Desabrais	Dis.	"	1	200	24	none.	10	14	10	1	....	1	....	....	.....	1	"	Class in first book rather backward. Class in second book did unusually well.
14	Leocadie Rouleau	"	P. S.	5	190	41	"	22	all	none.	1	....	....	....	....	.....	½	20 min.	Only very young pupils present and these knew simply the names of a few objects in English. English was taught this year by order of Inspector.
15	Valentin Asselin	"	"	2	160	40	3	av. at 20	all	"	1	1	1	1	....	.....	1½	none.	School was closed temporarily.

TOWNSHIP OF CALEDONIA.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												Hours.		
89 U. 7 and 6. S. Plantagenet.	Noemie Legault	Per.....	Que..	....	175	40	none	39	19	21	1	1	1	....	...	.....	2	30 mins during and after school.	Pupils in First Book knew merely the names of a few objects. Class in Second Book did very well indeed.
10	Eleonore Villeneuve.....	Dis	P. S..	2	195	38	8	18	15	15	1	1	1	....	....	.....	1½	30 mins.	Pupils very backward in English.
12	Mary Beaulne	"	" ..	2½	200	56	none	35	26	30	1	1	..	1	....	.....	1½	30 "	Pupils could read and spell very well and understand the meaning of short sentences, but could not express their thoughts readily in English.

TOWNSHIP OF CAMBRIDGE.

5	Delvina Casault	Dis	Ot ...	8	300	68	none	52	all	none.	1	...	....	....	....	.. ..	½	30 "	Only very young pupils present, and these were making a fair beginning in English.

6	Caroline Grignon	Per.	"	6 m.	225	70	12	48	38	20	....	1	1	1	1		2	none.	The French children had learned but little English previous to this year, and were making good progress.
7	Cordelia O'Sullivan	Dis.	"	3 m.	225	46	none	36	38	8	1	1	1	....	....		1	25 mins.	English speaking teacher; pupils very backward indeed, know scarcely any English.
10	Vitaline DeGuire	"	P. S.	3	210	52	14	34	21	17	1	1	....	....	....		1½	20 "	Only small pupils present, and these had made but little progress as yet in English.

TOWNSHIP OF CLARENCE.

5	F. Rochon, Principal	Dis.	Que.	12	350	154	none	78	120	34	1	1	1	1	....		2	30 min.	Pupils in senior division were making good progress and showed much interest in their work. In the junior division pupils knew but little English.
	Eugenie Joly, Assist	"	P. S.	6 m.	150	....	.....	....	.....	...	.....	.....	...	..	....	.....	.....	.....	
6	Jos. Menard	"	P. S.	13	360	114	8	78	all	none.	1	1	1	1	1	Ar., Geog. Gr.	4	.....	English has always been taught, but more during this year than formerly. Pupils were well advanced in English—younger pupils seemed much interested in this subject.
	Emmee Lalonde	Per.	"	1½	190	....	.....	.....	.....	...	..	....	....	....	....		.... ..	.. ...	
8	Edwidge Richer	Dis.	Que.	3	240	95	3	65	58	.....	1	1	1	1	....	.. ..	3	30 min.	Pupils did unusually well in English and in other subjects, and gave evidence of excellent teaching.
	Emilie Bissonette	Per.	P. S.	6 m.	150	....	.....	.. ..	.....	34	....	....	....	....	....	.....	.... ..	.....	

TOWNSHIP OF CLARENCE.—*Continued.*

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												Hours.		
11	Athenaise Guedon	Dis.	P. S.	1½	200	55	none.	40	all	none.	1	1	....	....	....		1	30 min.	Only a few pupils learned English before this year. All now learn it by order of Inspector. Those present had been learning English but a few months, and had therefore made but little progress.
12	Blanche Paroton	"	Que.	3	200	53	"	38	41	12	1	1	1	....	....		2½	30 "	Pupils were making very good progress in English.
13	Anthony Martel	"	Que.	19	230	82	"	45	all	none.	1	1	1	1	....	Gr	4	none.	But little English was taught before 1886. Pupils are making very fair progress.
14	Simeon DeLorme	"	Que.	12	230	58	1	43	all.	none.	1	1	....	....	....		½	45 min.	Very little English taught before this year. All now learn it by order of Inspector. Pupils quite backward, having been taught English but a few months.

17	Rose Desrosiers	Per ...	P. S..	6 m.	150	39	none	24	6	33	1	....	....	....	....	....	1	none	English has been taught about two years, but the school is quite backward in this subject.
18	Odila Daoust	Dis. ...	" ..	1 yr.	160	44	"	34	all	.....	1	1	1	....	....	....	2	....	More English has been taught this year than formerly, by order of Inspector. Pupils were very backward.
19	Marie Lalonde.....	"	" ..	3 "	190	40	"	23	35	5	1	....	1	....	....	.....	45 mins.	30 mins.	English has been taught during past 2 years. Pupils knew very little English.

TOWNSHIP OF CUMBERLAND.

1	Olivine Belanger.....	Dis....	P. S..	3	250	45	12	20	all	none.	1	1	1	1	1	Arithm'tic Geograp'y	4	none.	Pupils very backward in English and in all other subjects.
11	Ovide Grignon	Dis....	Ot'wa	$1\frac{1}{2}$	225	30	none	25	28	2	1	1	1	1	1	Grammar	2	.....	For two months before the first communion of the children, catechism is taught about one hour a day during school hours by request of trustees. An altar was found in this school used by the people of the section for evening service during the month of May by permission of trustees. Pupils with a few exceptions showed very little knowledge of English.
14	Louis Parent	"	Que..	3	250	42	11	29	all	none	1	1	1	1	....	Arithm'tic Geograp'y	3	.....	The third class showed remarkable proficiency in English for French children and all the junior classes did very well indeed in the use and understanding of the English language.

TOWNSHIP OF LONGUEUIL.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				Y'rs	$												Hours.		
2	Eugenie Quesnel.....	Dis.....	P. S..	7	200	48	none	30	19	29	1	1	1	1	1	Grammar	2	none.	Pupils read very well and understood the meaning of English sentences, but were backward in expressing themselves in English.
4	Amanda Charboneau.....	Dis.....	P. S.	5	225	41	none	29	all	none.	1	1	1	1	1	.....	2	none.	The work of the pupils was quite as good as could be expected from small children in a purely French school. The translation from French into English and from English into French was readily and correctly done. By request of trustees more English has been taught during the past three years than formerly.

TOWNSHIP OF EAST HAWKESBURY.

6	Ellen Boudrias	Dis.	Ot'wa	5	200	49	12	34	22	15	1	1	1	1			3	20 min.	Pupils passed a satisfactory examination in English.
15	Alvina Malette	Per.	Que	3	115	22	none	19	11	11	..	1	1				1	30 min.	Pupils know scarcely any English.
17	Marie Seguin	Dis.	H.S.	3	200	65	3	25	19	43	1	1	1	1			2	none.	Only four French pupils present who were learning English. These did well in reading, spelling and translating English sentences, but were backward in speaking English. The small attendance was caused by the prevalence of measles in the section.
18	Philomene Brunet	"	Que	6	170	38	5	26	28	5	1	1	1				¾	20 min.	Pupils are making satisfactory progress in English. More attention has been given to English during the past few years than formerly.
19	Alma Malette	Per.	"	6 m.	150	43	5	2	all	none.	1	1	1	1			2	1 hr.	This school was virtually closed on account of measles in the section.

TOWNSHIP OF NORTH PLANTAGENET.

2	Victorine Millette	Dis.	Que	5	225	45	5	41	18	22		1	1				3	none.	Only 2nd Reader and Part II. classes present. Parents object to buy two sets of books. Pupils very backward in English.

TOWNSHIP OF NORTH PLANTAGENET.—*Continued.*

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$.												Hours.		
	Moise Lefebvre, Pr.	Dis	H.S.	9	505	101	7	74	all.	none.	1	1	1	1	1	Ar., Geo., His.	5	.....	All the instruction is given in English in the senior division. One hour is given daily to French reading and French grammar This school is quite equal to a first class English school. Within the past four years seven of its pupils have taken teachers' certificates, four have passed the entrance examination, and one has passed the civil service examination. Of these only two were English children. Six pupils expect to attend the next entrance examination.
	Malvine Villeneuve, Ass't.	"	P.S.	4	160	....	....	....	....	....	....	....	....	....	....	Dr.	3	none.	
4	Anthime Lemery	O. C. B.	Que.	31	225	70	none.	44	42	28	1	1	1	1	....	....	2	15 min.	English is now taught much more than formerly. Pupils did

																			very good work considering the short time they had been learning English.
	M. Belanger	3rd	P. S.	19	450	161	41	115	all.	none.	1	1	1	1	1	Ar., Geo., His.	4	none.	In this school there are two French divisions, and one English. The latter is taught by an English teacher all the time, and the French divisions are taught half the time by a French teacher, and half the time by an English teacher. The examination of the French classes showed very satisfactory results in English. The English division was not examined.
	Miss Smith	Dis														Dr.	3		
7	Elizabeth Rochon	Dis	P. S.	3	200	35	none.	24	all.	none.	1	1	1	1			2	30 min.	Second and third classes did well; were quick to understand and speak English. First Book classes knew scarcely any English.
8	Marie Leduc, Pr.	"	Ot'wa	10	275	41	"	25	all	none.			1	1	1		2	none.	Pupils in senior fourth class were making very good progress—scarcely inferior to English children. In the junior division, pupils were rather backward, but were making progress.
	Josephine Proulx, As't	"	Que.	4	175	107	"	75	"	"	1	1	1				4	"	
12	Angeline Paiement	Per	"	2	225	68	5	51	36	27	1	1	1	1			1	"	School doing satisfactory work.
13	Griselde Emard	"	P. S.	2	200	25	2	11	all.	none.	1	1	1				1¼	"	Pupils read and translated very well.
15	Marie Reginald	"	Que.	4	155	42	none.	30	22	20	1	1					1	2 hrs.	Pupils very backward in English; had made very little progress.

TOWNSHIP OF SOUTH PLANTAGENET.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				Y'rs	$												Hours.		
7	Marie LaRose	Dis.	P. S.	1	225	40	none.	21	12	28	1	1	1	1	....		1	none.	Pupils knew scarcely any English.
8	Emma Grant	"	Que.	3	200	64	15	36	35	14	1	1	1	1	1		2½	30 mins.	Only junior classes present, and these knew very little English.
9	Caroline Seguin	Dis.	Que.	12	235	58	none.	35	all.	none.	1	....	1	....	....		¾	20 min.	Pupils knew scarcely any English.
11	Albina Rousselle	Per	"	3 mo	175	34	2	16	12	20	1	1	....	....	....		1½	30 "	Pupils could read a little and understood simple sentences in English.
12	Antoinette Gauthier	Dis.	P. S.	2	180	35	none.	25	22	13	1	....	1	....	....		½	15 "	Pupils knew only a few English words.

TOWNSHIP OF RUSSELL.

4	Alphonsine Bruyere	Per	Ot'wa	3 m.	240	64	none.	25	13	51	....	1	1	...	....	.....	1	1 hour.	Pupils knew but little English.
7	Laurence Benoit.....	Per	"	3	250	79	3	43	all.	none.	1	1	....	1	....	His. Geog.	1¼	45 min.	Pupils were backward in English, and in all other subjects.
8	Exilda Thivierge	Dis.....	P. S..	4	225	60	none.	35	all.	"	1	1	1	....	..	.....	½	30 min.	An altar was found in this school used by the people for evening service during the month of May. Pupils were very backward in English and in all other subjects.

VILLAGE OF ROCKLAND.

	Emily Sproule, Prin.....	2nd	H. S..	9	350	64	31	43	all.	none.	1	1	1	1	1	full set	all day..	none.	Miss Sproule is an English speaking teacher. The proficiency of the French pupils in English was not satisfactory in either division.
	Miss Aymot, Ass't.	Per	Que..	14	300	95	2	13	all.	"	....	....	....	....	....		4	"	

VILLAGE OF HAWKESBURY.

	Emma Lebel, Prin.....	Dis.....	Que.& H. S.	11	300	31	none.	25	all.	none.	1	....	1	1	....	Gr.	1¼	"	In senior division pupils did well, especially the II. Class. In intermediate division some pupils did well in English, others poorly. In junior division pupils were making fair progress in English.
	V. Charlebois, Ass't.....	"	P. S..	2	225	54	none.	45	all.	"	....	....	....	....	....	... .	1	"	
	Alexina Joly, Ass't.....	Per ...	P. S..	....	150	85	none.	45	all.	"	....	....	....	....	....	.....	1¼	"	

VILLAGE OF L'ORIGNAL.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Reading Books. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				Y'rs	$												Hours.		
..	Alexandre Lalonde.....	Dis.....	Que..	9	300	44	none	41	all	none.	1	1	1	1	1	Gr. Ar.	4	none.	Senior division—Most of the pupils did very well in English, but some were quite backward. The general standing of the division in Geography, Grammar, etc., was very low. Junior division—Pupils were making some progress in English but were backward. There is a Protestant Separate School here which English speaking children attend.
..	Evangeline Benoit.....	Per.....	Ot'wa	1¼	160	42	2	36	17	23	....	....	....	....	....	.....	2	none.	

In addition to the French schools here reported on there are 4 others, viz., Numbers 3 Cambridge, 16 Clarence, 7 Longueuil, and 15 Alfred. Of these, the first two were closed for the remainder of the half year, and the last two were closed temporarily. The teacher of the last mentioned school was met by us, and statistics of the school obtained as given in the table. There are also four or five schools in which there are some French pupils who receive instruction in reading and grammar in the French language, but as these schools are taught by English teachers and are under the supervision of the English inspector, Mr. Summerby, we did not think it necessary to visit them.

SCHEDULES.

WESTERN COUNTIES.

COUNTY OF ESSEX.

TOWNSHIP OF ANDERDON.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Readers. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												hours.		
2	Albert Bondy	3rd.....	Sand. Col.	15	440	66	none	58	42	24	1	1	1	1	1	full set	3	10 mins.	Fourth class did well in all branches, and spoke English well. Second class good in English. First class not far advanced. Neighborh'd French, and children seldom hear English spoken outside of school.
6	Antoine Vermette	3rd.....	H. S..	20	400	85	13	48	30	42	1	1	1	1	1	full set	4½	about 5 mins.	English is mainly the language of the school. Pupils did exceedingly well in all branches and spoke English well.
8	Thomas N. Lee..... ...	II.....	H. S..	6½	425	76	19	61	all but 2 or 3	.....	1	1	1	1	1	full set	5	none	Pupils did very well in English in all classes. English speaking teacher.

TOWNSHIP OF MAIDSTONE

1	Joseph Bondy	III.	H.S.	2	500	87	2	60	30	55	1	1	1	1	1	Gr., Geo., Ar.	4	10 mins.	Pupils were rather below the average in English.
3	Louis Dorais	III	Que.	2½	500	31	15	28	all.	none.	....	....	1	1	1	full set.	4½	none.	Senior Division — Excellent in English and in all other subjects; 2 pupils will go to the entrance examination. Junior Division — Pupils did remarkably well; school-house a model of neatness and convenience, much superior to ordinary school-houses and the best we have seen.
	Odele Neveux	Per.	P.S.	3	100	77	28	64	39	10	1	1	....	...	....	.....	3	.....	

TOWNSHIP OF ROCHESTER.

3	Maurice Renaud	III.	H.S.	3	400	90	none.	70	42	48	1	1	1	1	....	Gr., Ar., His., Ol.	3	20 min.	Pupils backward in English.
	Cordelia Girard	Per.	.....	....	100	..	.....	.....	....	.....	....	....	....	....	....		3	" ..	
5	Ella Healy	III.	H.S.	1½	400	46	3	42	all.	none.	1	1	1	1	1	full set.	4¾	none.	19 French pupils in senior division do not learn French by request of parents. All the pupils in the senior division passed a very satisfactory examination in English and in all other branches. In the junior division, pupils are getting on slowly with English.
	Emma Dubuc	Per.	Que.	20	300	81	8	68	6	67	....	...	....	...	....	....	1	30 mins.	

TOWNSHIP OF ROCHESTER.—*Continued.*

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Readers. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												hours.		
6	Joseph Ducharme	III.....	H.S..	5	400	83	9	38	49	25	1	1	1	1	1	Geo., His., Ol.	3	usually after school.	Pupils are making fair progress in English.

TOWNSHIP OF SANDWICH EAST.

1	Mary McAuliffe	III.....	H.S..	7	450	63	9	50	all	none	1	1	1	1	1	full set	all day	none	English is the language of the school. Only eight pupils in this school learn French. All classes did very well indeed in all the branches — could scarcely distinguish this school from an ordinary English school.
2	Philomene Girardot.....	III.....	H.S..	1½	325	29	5	25	15	9	1	1	1	1	1	Ollendorf	2¼	10 min.	Some of the pupils did very well, others who had attended irregularly, did poorly.

3	Eugene Gignac	III.	H.S.	2½	400	67	10	58	22	85	1	1	1	1	1	Gr, Gog., Ol.	3	15 min.	Pupils not very proficient in English.
4	John Dugal, assistant absent through illness.	III.	Que.	14	450	152	7	115	35	110	1	1	1	1	1	Ar., His., Ol.	3	none	The pupils in the junior division, and twenty-one in the senior division do not learn English. All of the above are in the First and Second French readers. French is mainly the language of the school. Pupils quite backward in English.
5	Albert Adam	III.	H.S.	2½	500	58	13	48	30	15	1	1	1	1	1	full set...	2	15 min.	All the classes did unusually well in all subjects. Three pupils are going up to the entrance examination.
9	Delphine Gignac	III.	H.S.	3	330	38	None.	35	15	23	1	1	1	1	1	Ar., Gog., Gr.	3½	20 min.	Pupils did very well in English, but were backward in other subjects.

TOWNSHIP OF SANDWICH WEST.

1	Eli Benneteau	III.	Sand. Col.	20	450	61	None.	44	32	29	1	1	1	1	1	full set ..	4	30 min.	Third and fourth classes did very well in English. Three pupils are going to the entrance examination. Junior classes backward.
2	Philomene Curier	III.	P.S.	18	375	38	5	30	18	15	1	1	1	1	1	full set...	3	10 min.	Pupils understand English well. English and French used equally in the school. Classes backward in the general work of the school.

TOWNSHIP OF SANDWICH WEST—*Continued.*

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Readers. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	Remarks.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												hours.		
3	Elizabeth Parent.....	III	H.S..	1½	350	61	11	47	18	32	1	1	1	1	1	full set...	4	30 min.	First, second and third classes spoke English very well. English mainly the language of the school.
4	Carrie Predhomme	III	H.S..	3	300	36	6	19	9	21	1	1	1	1	....	Gog., Ar., Ol.	1½	10 min.	Language of school chiefly French. Nearly all who do not learn English are in the French primer. Senior pupils had a good knowledge of English. Juniors were making fair progress.
6	Alfred Beneteau.....	III	P. S..	10	385	75	none	64	33	42	1	1	1	1	1	full set Ollendorf	3½	15 mins.	Fourth class did well, nine going to entrance examination. Second class rather backward. First class making a good beginning in English.

8	Marie Renaud	III	H. S..	3	325	48	none	38	35	13	....	1	1	1	....	full set Ollendorf	3	30 "	Pupils rather backward in English. Lowest class making a fair beginning.
9	Ulrich Nantais	III	H. S..	4½	300	39	10	26	12	17	1	1	1	1	....	full set	5	15 "	English is the language of the school. All the classes did well.

TOWNSHIP OF TILBURY WEST.

1	Marie Lesperance..	III	H. S..	2½	150	104	4	54	47	53	1	1	1	1	1	full set	3	20 "	Pupils very backward in the several branches, but could speak English fairly well. Junior division knew very little English. Language of the school chiefly English in the senior division, French in the junior.
	Louise Quennville	Per.....	.....	6 m.	350	.....	.....	.....	....	.....	....	....	....	..	....	....	1	.....	
2	Emil Doyer	Per.....	Que..	6	400	63	3	32	36	24	1	1	1	1	1	Arithm't'c Ollendorf	2	none	Third and fourth classes did well in English and in all other subjects. Second class not present. First class beginning to use English with some readiness.
3	Margaret Campbell... ..	II	H. S..	4	325	60	25	39	19	16	1	1	1	1	1	full set	all day	"	English the language of the school. Pupils were making good progress.
6	Michel Belleau	III	Que..	24	375	71	2	50	27	42	1	1	1	1	1	full set	3	15 mins.	Pupils were decidedly backward in English and in all other subjects.

TOWNSHIP OF TILBURY WEST—*Continued.*

Number of School Section.	Name of Teacher.	Teachers. Class of certificate.	Where educated.	Has taught.	Salary.	Pupils. No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Classes in English Readers. "1" indicates that there is a class. Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.	Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	Remarks.
				yrs.	$												hours.		
	R. L. Poliquin	Per.....	Que..	3	375	74	19	36	22	33	1	1	1	1	1	full set except History	5	15 mins.	Pupils passed an unusually good examination in English and all other subjects.
	Alfred La Charite	III	H. S..	½	350	71	none	65	24	47	1	1	1	1	1	.....	3	none	All the pupils were backward in English. French the language of the school.
10	Jean Simard	Per	Que..	3	400	59	5	32	24	30	1	1	1	1	1	Geog., Gr. Ollendorf	3	15 mins.	Pupils understood English when addressed, read and spelt well, but were slow to speak English.

TOWN OF SANDWICH.

	Albemy Bondy	III	H. S..	6	500	47	10	45	all	none	....	...	....	1	1	full set	5	none	Senior division — All the classes did well in English, and spoke the language fluently
	Martha Girardot	III	H. S..	5	350	82	18	65	26	38	1	1	1	....	....	.....	2½ hrs..	10 mins.	

																		Junior division—All the pupils in the junior division understood and spoke English well, but the lowest classes had not begun to read English.

TOWN OF WINDSOR.

David Cheney	II	Que	20	750	399	210	309	all.	none.	1	1	1	1	1	full set.	5½	15 mins.	This school was established by the Public School Board of Windsor for Roman Catholic children, and nearly all the French children attend. The school consists of six divisions, three for boys and three for girls. The girls are taught by Sisters from the Roman Catholic convent. In Mr. Cheney's class the pupils did well in all subjects. In the 2nd and 3rd divisions of boys, pupils were fairly well up in English, but were rather backward in other subjects. The three divisions of girls did exceedingly well in all their work, and gave evidence of having been carefully taught.
Rose Hutton	II			450														
Constance Girardot	III		8	350														
Sister Judith " Alexandra " Simeon				1160														

COUNTY OF KENT.

TOWNSHIP OF DOVER.

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Readers. "1" indicates that there is a class.					Other English text-books.	Time given daily to teach in English.	Time given daily to religious instruction during school hours.	Remarks.
		Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
				yrs.	$												hours.		
3	Mary Mahony	II.	Lor. Con.	3	300	37	none	31	all	none	1	1	1	1	1	full set	all day	25 min.	Senior division. Pupils as a rule speak English as well as French and give evidence of very careful teaching in all subjects. Jun'r division. Pupils do not begin English until they are promoted to senior division.
	Me. Cloutier	Per	P.S.	5½	200	48	"	45	....	48	....	....	....	....	....	....	....	15 "	
4	Josie Valade	III.	H.S.	6mo	325	49	8	28	25	16	1	1	1	1	1	full set	5	none	English speaking teachers who can also speak some French. A few of the pupils understand English very well, but the school is backward in English and in all other subjects.

7	Mary Kelly	III.	P.S.	1½	325	26	none	25	21		1	1	1	1	1	full set	5	30 min.	English speaking teacher who speaks French. English is the language of the school. All the classes did very well.
9	T. S. Sylvain	III.	Que.	5	400	89	2	79	49	38	1	1	1	1	1	Ar., Ol.	4	15 min.	Pupils read and spelt fairly well, but were very backward in the use of Engl'h. School very much crowded. Teacher has quite too much work to do.
13	Victor Cloutier	III.	Sand. Col.	5	430	55	15	49	all.	n ce	1	1	1	1	1	full set.	5	10 min.	Pupils did very well in English and in all subjects.

COUNTY OF SIMCOE.

TOWNSHIP OF TINY.

6	Denis McNamara	.....	H.S.	8	500	46	22	27	all.	none.	1	1	1	1	1	full set.	all day.	none.	This is virtually an English school, with a teacher who does not speak French. The French pupils understood and spoke English fairly well, but showed no marked superiority over those who have French teachers. Inspector states that this school was taught by a French teacher until 5 years ago, and that a French assistant was employed until this year. Teacher says that his inability to speak French is a drawback in teaching the French pupils.

TOWNSHIP OF TINY—*Continued.*

Number of School Section.	Name of Teacher.	Teachers.				Pupils.					Classes in English Readers. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	Remarks.
		Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers	4th Book Ont. Readers.				
				yrs.	$												hours.		
13	J. A. Archambault	III. Co.	Que. .	10	400	63	1	61	39	23	1	1	1	1	1	.. ..	3	none.	3rd and 4th classes understood English well. Pupils in 2nd class read and spelt well, but were slow to understand and speak English. 1st class simply knew a few English words, but could speak no English. Inspector states that English has been taught but 5 years in this school.
17	Narcisse Blanchard	III. Co.	Que..	27	400	44	14	34	26	4	1	1	1	1	1	Geog., Ar.	3½	none ..	Pupils could read and spell well, but could not understand or speak English readily, were very backward in other subjects.

| | | |

SUMMARY OF SCHEDULE.

	No. of schools visited.	Additional departments visited.	Total number of schools & departments.	No. of pupils on roll.	No. of French pupils on roll.	No. of English-speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Average time given daily to English.	No. of schools using full set of Ontario Readers.	No. of schools using I., II. and III. Readers only.	No. of schools using I. and II. Readers only.	No. of schools using I. Reader, Parts I and II. only.	No. of schools using Part I only.	No. of schools supplied with full set of English Text-books.	No. of schools using Public School Geography.	No. of schools using Public School Grammar.	No. of schools using Public School History.	No. of schools using Public School Arithmetic.	No. of schools in which religious instruction is given during school hours.	No. of schools in which religious instructions is not given during school hours.	Average time given daily to religious instruction during school hours.
										Hours.													Min.
Counties of Prescott and Russell	58	11	69	3577	3346	231	2228	2652	694	2	12	16	19	7	4	1	7	8	5	7	31	27	33
County of Essex	30	10	40	2390	1932	458	1863	1081	851	3½	26	4	....	....	....	18	25	24	21	25	22	8	17
Township of Dover	5	1	6	304	279	25	257	172	107	4¼	5	....	....	....	....	4	4	4	4	5	4	1	19
Township of Tiny	4	....	4	198	156	42	162	121	35	3¾	4	....	....	....	....	1	2	1	1	3	.....	4	.....
Total	97	22	119	6469	5713	756	4510	4026	1687	3¾ Average	47	20	19	7	4	24	38	37	31	40	57	40	23 Ave.

V.—LIST OF FRENCH AND GERMAN SCHOOLS—MR. CRAIG'S MOTION.

On Friday, the 8th day of March, 1889, Mr. T. D. Craig, Member for the East Riding of Durham, moved the following resolution:

"That there be laid before this House a return shewing the number and location of Public Schools in Ontario in which any language other than English is used in the work of teaching, either wholly or in part. A list of text books in any language other than English used in such schools. The total number of scholars attending each of such schools. The number of scholars in each of such schools using text books in any language other than English. The number of teachers in such schools who cannot use the English language in teaching."

In reply to the above the following return was brought down:

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used in the work of teaching, either wholly or in part; a list of text-books in any language other than English used in such schools; the total number of scholars attending each of such schools; the number of scholars in each of such schools using text-books in any language other than English; the number of teachers in such schools who cannot use the English language in teaching.

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
Bruce, E.	W. S. Clendening ..	1, Carrick & Culross	German	Catholic Sch. Readers ..	261	261	None.
		2, "	"	" ..	101	101	"
		1, Carrick	"	" ..	66	66	"
		4, "	"	" ..	116	116	"
Carleton	A. Smirle	15, Gloucester	Yes! French is the language chiefly used in this school. English is also taught.	Montpetit Readers with Grammar and Exercises corresponding by F. P. B. Commercial Arithmetic by Ch. Brothers. Object lessons by G. B. Cloutier, N.S., Quebec. History of Canada by Garneau. History of England by Drioux. Dictionary by Larousse.	92	69	Miss Rabeau teaches English fairly well; but her assistant cannot.
		26, Gloucester		"	63	63	None. Miss Scheffer can use the English language fairly well.
N. Essex	Theodule Girardot..	1, Sandwich East..	In part French	Series of French Readers of Montpetit. French Grammar by F. P. B. Nouveau Cours de Langue Anglaise.	67	26, Junior Class, 1st Book.	None.
		2, " ..	"	"	48	20 "	"
		3, " ..	"	"	62	32 "	"
		4, " ..	"	"	128	66 "	"
		5, " ..	"	"	65	24 "	"
		9, " ..	" , ...,	"	38	18 "	"

		1, Sandwich West..	"	"	60	30	"	"
		2, " ..	"	"	45	20	"	"
		3, " ..	"	"	69	30	"	"
		4, " ..	"	"	50	20	"	"
		6, " ..	"	"	66	30	"	"
		8, " ..	"	"	50	20	"	"
		9, " ..	"	"	32	8	"	"
		10, " ..	"	"	75	20	"	"
		3, Rochester	"	"	91	60	"	"
		6, "	"	"	75	19	"	"
		1, Maidstone	"	"	86	40	"	"
		3, "	"	"	91	11	"	"
		1, Tilbury West ...	"	"	118	43	"	"
		2, "	"	"	75	28	"	"
		3, "	"	"	60	15	"	"
		6, "	"	"	71	25	"	"
		7, "	"	"	65	15	"	"
		10, "	"	"	70	40	"	"
		11, "	"	"	72	40	"	"
		2, Sandwich Town.	"	"	138	48	"	"
		Belle River Village.	"	"	139	57	"	"
S. Essex	D. A. Maxwell	2 & 5, Anderdon...	French in part.....	Montpetit Series..... ..	85	85	But all read English.	None.
		6, "	"	"	91	60	"	"
		8, "	"	"	133	100	"	"
Glengarry	D. McDiarmid .. .	12, Lochiel	French in part.....	French Readers by Montpetit.	63	27		None.
Kent, West	W. M. Nichols	3, Dover	French, part of the time.	Montpetit readers and the syllabaire.	108	83		None.
		4, "	" "	"	62	43		"
		7, "	" small "	"	45	6		"
		9, "	" most "	"	74	64		"
		13, "	" half "	"	48	36		"
Prescott and Russell.	W. J. Summerby...	2, Alfred	Yes; French in part....	Nouvelle Série de Livres de Lecture Graduée par Montpetit. Nouveau Cours de Langue Anglaise selon la Méthode d'Ollendorff; Grammaire par Robert; Composition par Robert; Arithmétique Commercials des Frères; Geographies des Frères; Historie d'Angleterre par Toussaint. Traité de Lecture à Haute Voix par Lagace.	58	53		"

* Besides the books above named Lectures Instructives et amusants (manuscript) and La Grammaire Française par F. P. B. are used in some of the schools.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
Prescott and Russell (*Continued.*)	W. J. Summerby...	4, Alfred	Yes; French in part....	Nouvelle Série de Livres de Lecture Gradnée par Montpetit, Nouveau Cours de Langue Anglaise selon la Methode d'Ollendorff; Grammaire par Robert; Composition par Robert; Arithmetique Commercials des Frères; Geographies des Frères; Historie d' Angleterre par Toussaint; Traité de Lecture à Haute Voix par Lagace.	47	39	None.
		6, "	"	"	45	45	"
		8, "	"	"	100	100	"
		9, "	"	"	48	48	"
		10, "	"	"	120	120	"
		11, "	"	"	44	44	"
		12, "	"	"	62	62	"
		13, "	"	"	29	29	"
		14, "	"	"	41	41	"
		15, "	"	"	47	47	"
		6 and 7, Caledonia.	"	"	57	57	"
		10, Caledonia	"	"	65	65	"
		12, "	"	"	67	67	"
		6, E. Hawkesbury..	"	"	59	59	"
		14, " ..	"	"	46	23	"
		15, " ..	"	"	32	30	"
		17, " ..	"	"	90	90	"
		18, " ..	"	"	52	52	"
		19, " ..	"	"	47	44	"
		Hawkesbury Village	"	"	457	276	"
		L'Orignal P. S	"	"	135	135	"
		2, Longueuil	"	"	57	57	"
		4, "	"	"	66	66	"

		7, "	"	"	51	51	"	
		2, Plantagenet, N	"	"	67	67	"	
		3, "	"	"	100	100	"	
		4, "	"	"	65	65	"	
		6, "	"	"	204	149	"	
		7, "	"	"	51	51	"	
		8, "	"	"	152	152	"	
		12, "	"	"	73	73	"	
		13, "	"	"	27	27	"	
		14, "	"	"	40	23	"	
		15, "	"	"	55	55	"	
		4, Plantagenet, S	"	"	143	51	"	
		7, "	"	"	71	71	"	
		8, "	"	"	71	71	"	
		9, "	"	"	82	82	"	
		11, "	"	"	56	56	"	
		12, "	"	"	53	53	"	
		3, Cambridge	"	"	52	52	"	
		4, "	"	"	87	27	"	
		5, "	"	"	100	109	"	
		6, "	"	"	84	84	"	
		7, "	"	"	70	70	"	
		10, "	"	"	64	64	"	
		2, Clarence	"	"	354	226	"	
		5, "	"	"	162	162	"	
		6, "	"	"	123	121	None.	
		8, "	"	"	129	129	"	
		11, "	"	"	67	67	"	
		12, "	"	"	56	56	"	
		13, "	"	"	77	77	"	
		14, "	"	"	75	75	"	
		16, "	"	"	53	53	"	
		17, "	"	"	61	61	"	
		18, "	"	"	75	75	"	
		19, "	"	"	44	44	"	
		1, Cumberland	"	"	53	41	"	
		11, "	"	"	63	63	"	
		14, "	"	"	70	70	"	
		4, Russell	"	"	80	80	"	
		7, "	"	"	88	88	"	
		8, "	"	"	74	74	"	
*Perth	Wm. Alexander	4, Logan	German, Reading and Writing.		60	34	None.	
		2, S. Eastlope	"	"	36	25	"	
		8, "	"	"	65	26	"	
		2, Mornington	"	"	70	50	1	

* In the first three schools named above German Reading and Writing are taught to the pupils in II. Class and higher classes two afternoons in each week. All other recitations are in English. English reading is taught every day. In the last named school a second teacher is engaged for the first four months of this year to teach German. He knows but little English. The pupils take all lessons with the regular teacher except the lessons in German Reading and Writing. It is not intended to repeat the experiment another year. If any German is to be taught it will be done by the regular teacher. With the exception of the second teacher in No. 2, Mornington, the teachers of all the schools named are English.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued*

COUNTY.	Name of Inspector.	Number and location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
Renfrew	R. G. Scott	3, Grattan	French partly	1st and 2nd Readers, French.	51	20	
		2, Petewawa	German "	1st, 2nd and 3rd Readers, German	33	29	
		4, Westmeath	French "	1st, 2nd, 3rd, 4th, 5th Readers, Arithmetic, Grammar for beginners, short History of Canada, French.	62	62	
Stormont	A. McNaughton	16, Roxborough	French in part	I., II., III. French, Readers, by Montpetit, pub. by J. B. Rollard, Montreal.	109	86	None.
		12, Finch	"	"	81	76	One teacher, inefficient in English.
*Simcoe, N	J. C. Morgan	6, Tiny	Yes. French in part	Reading	76	37	English teacher and French Assistant.
		13, "	"	Reading books in French, Grammar and Geography.	50	50	None.
		17, "	"	Reading and Grammar	70	49	"
		19, "	"	Reading, Grammar and Geography.	36	34	"
†Waterloo County	Thos. Pearce	Berlin Town	Yes, German	Ahns' First Reader, Ahns' Grammar, Reffelt's 1st, 2nd, 3rd Readers, all pub. in New York	1476	120 These pupils study English also. Arithmetic, Geography and History are taught in English only.	None.
		Preston Village	"		369	56	"
		New Hamburg	"		305	60	"
		13, Wilmot	"		242	50	"
		10, Woolwich	"		68	40	"

Waterloo Town.....	Thos. Hilliard	Waterloo Town.....	Yes, German is taught in one division of the nine, two hours per week. Subjects, reading and writing, translation of German into English, and vice versa. N.B.—English is the vehicle of instruction throughout.	None except First and Second Readers.	About 50 pupils take German as explained in col. 4. All the above take the full course in English. They must be in junior 4th class work before admission to German at all.	None except 1st and 2nd Readers used.	None.
Windsor Town	Theodule Girardot, Inspector N. Essex Reports.	The R. Catholic Public School.	Yes. French.	French Readers of Montpetit. French Grammar by F. P. B.	450	112	None.
W. Bruce and Town of Kincardine	A. Campbell.....	.....	No.	None.	None	None.....	None.
Brant	M. J. Kelly, M.D...	.....	There is no Public School in this County in which French or German is taught.				
Dundas	Arthur Brown....	.....	No language but English used in any school in this County. None but English text-books used in any school in this County.				
Dufferin and Town of Orangeville	N. Gordon	.....	No.	None	"	"	"
Durham and Towns of Port Hope and Peterboro'.....	W. E. Tilley	.....	"	"	"	"	"
Elgin	W. Atkin	.....	"No such schools in Elgin County."				
Frontenac	Wm. Spankie.....	.....	None	None	"	"	"
Grenville.....	Geo. Blair.....	.....	"In no school within my inspectorate either in the County or in the Town is any other language than English used either by the scholars or the teachers, and all the text-books are in English.				
West Grey and Town of Owen Sound ..	Thos. Gordon	None.					

* In every school English is taught thoroughly at least half the time; although in two schools only three or four English speaking pupils are to be found.

† Besides the above five schools there are a few others which devote about an hour a week, some more, some less—during the winter months to a little reading; there is really so little done in these schools they should not be reported as teaching the German language.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language, other than English, used in such school.	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
East Grey	A. Grier		No	No	None	None	None.
			"There is no language other than English taught in any schools in the Inspectoral District under my supervision."				
South Grey	N. W. Campbell		None	None	"	"	"
			In this Inspectoral Division English, and English only is taught. One or two of the teachers may use *German* in explaining work to junior classes, but English is the language taught, and all text-books are English.				
East Huron	D. MacG. Malloch		I have the honor to report, that I have no schools in my inspectorate to which this form applies. The English language is the only one taught in the Public Schools under my inspection.				
*W. Huron	Jno. E. Tom	7, Hay	One pupil is taking German for III. Class Certificate.	Text-book for III. Class German.			"
		5, Usborne	One pupil is preparing the Latin for III. Class Certificate.	Text-book for III. Class Latin.			"
North Hastings	W. Mackintosh	None	No	No	None	None	"
South Hastings	John Johnston		No	No	"	"	"
Haldimand	C. Moses		No	No text-books other than English.			

Halton	J. S. Deacon	None	None. There is no public school in this county using other than the English language in the work of teaching.	None	None	None	None.
Haliburton	Chas. D. Curry		None	None	None	None	None.
E. Kent	Rev. W. H. G. Colles		No. There is no public school in East Kent, in which any language other than English, is taught, nor any text-book in any other than the English language.	None	None	None	None.
W. Lambton	John Brebner	None	None	None	None	None	None.
E. Lambton	Chas. A. Barnes		No. There is no other language than English used in my Division, Lambton No. 1, in any subject.	"	"	"	"
Lanark	F. L. Michell		English is used in every school in this County, and the text-books are those authorized by the Department of Education. Not a teacher in the County who does not teach all lessons in English. In some of the poor schools, the supply of authorized text-books is deficient, but the work is done wholly in English.				
Lennox & Addington	F. Burrows		Nothing but English used in all the schools.				
1. Leeds	Wm. Johnston		None. There are no "French" schools in my inspectorate.	None	None	None	None.
2. Leeds, and Town of Brockville	R. Kinney		No; not to any extent. All English.				
Lincoln	James B. Grey		We have no school in the County of Lincoln in which any language, other than English, is used in teaching.				

* There are many Germans in my Inspectorate but all the teaching is done in English. Many children in Hay and Stephen do not know any English when th first attend school: they then speak only German.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
W. Middlesex	Joseph S. Carson		The language of all the schools under my inspection is English.				
E. Middlesex	J. Dearness	None	None	None	None	None	None.
Norfolk	J. J. Wadsworth		English only, in this County.				
Northumberland	E. Scarlett		No; no public school in which any language is taught, other than English, in this County.	None	None	None	None.
Oxford,	W. Carlyle	No.					
Ontario	Jas. McBrien	None	No.	None	None	None	None.
Peel	Allan Embury		English is the language of all teachers and pupils in the schools of the County of Peel. All the text-books are in the English language.				
Peterboro'	J. Coyle Brown		The teaching in all the Public Schools of the County of Peterboro' is done in the English language, and there are no text-books in any other.				
Prince Edward	G. D. Platt		No				

S. Simcoe	Rev. Thos. McKee	None, positively none	None	None.	None	None	None.
E. Simcoe	Isaac Day	Indian school on Gibson Reserve.	English as much as possible.	English text-books	13	None	None.
W. Victoria	H. Reazin		None	None	None	"	"
E. Victoria	J. H. Knight	None.	"	"	"	"	"
N. Wellington	David Clapp		"	"	"	"	"
S. Wellington	J. J. Craig		"	"	"	"	"
Wentworth & Town of Dundas	J. H. Smith	None	"		"		"
Welland	Jas. H. Ball		There are no public schools in this County in which any language other than English is used.				
N. York	A. B. Davidson	None	None	None	None	None	"
S. York	D. Fotheringham		"	"	"	"	"
DISTRICTS.							
Algoma	D. McCaig	101 schools in all. 111 rooms in my inspectorate.	No other language than English used either wholly or in part in any one of these schools.	Have never seen any other except the authorized text-books for public schools in a single school in my inspectorate. Know such text books are not used.	No such schools, therefore no such scholars.	Not one. No such text-books in the schools in the District of Algoma.	Do not believe a teacher in the District can speak any other language than English, with perhaps one exception (a Miss Donahue now teaching in a school newly opened on Spanish River.)
Parry Sound	Rev. Geo. Grant		No. No language except English is taught in any school in the District of Parry Sound. Nor in any public school in the District of Nipissing, as far as I have been able to learn, and I visited all the public schools of that district open in January, 1889.	No text-books are used in the District of Parry Sound except the English text-books authorized by the Education Department; nor in the District of Nipissing, as far as I could learn.	None	None	None.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
CITIES.							
Guelph	Rev. Robt. Torrance.	In this city there are 28 public schools.	No	None	None	None	None.
Hamilton	W. H. Ballard	20 public schools	"	"	"	"	"
Kingston	W. G. Kidd	9 "	English only	"	"	"	"
London	J. B. Boyle	13 "	No	"	"	"	"
Ottawa	J. C. Glashan	13 "	"	"	"	"	"
St. Thomas	Jno. McLean	5 "	"	"	"	"	"
Toronto	Jas. L. Hughes		"	"	"	"	"
TOWNS.							
Chatham	Rev. A. McColl	6 public schools	"	"	"	"	"
Oshawa	S. H. Eastman	4 "	"	"	"	"	"
Welland & Niagara Falls	R. Harcourt		English exclusively in every department.				

VI.—INSTRUCTIONS TO TEACHERS AND TRUSTEES OF FRENCH-ENGLISH SCHOOLS.

In August, 1885, the Education Department adopted the following regulation for the study of English in school sections where the French or German language prevails :—

"The programme of studies herein provided shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the inspector and trustees. *In French and German schools the authorized Readers should be used in addition to any text-books in either of the languages aforesaid.*"

This regulation was supplemented by instructions issued in September of the same year, pointing out the best methods of teaching English in such schools, and although it appears from the report of the Commissioners who recently visited the French districts that the authorized Readers are used in every school, and that a laudable effort is being made by trustees and teachers to carry out the intentions of the Department with respect to the study of English, it must not be assumed that all has been accomplished that was intended by the above regulation or subsequent instructions. There is still room for improvement, particularly in the colloquial use of English. The Commissioners report that in some schools the pupils in reading the English text-books appeared to be repeating words, the meaning and use of which they did not understand. This defect in teaching should receive immediate attention. It is hoped that by following the directions herewith submitted all just cause of complaint in regard to this matter will be speedily removed.

Teachers should study English.

It is very desirable that teachers not familiar with the English language should apply themselves at once to the study of English.

Not only shall the teacher conduct in the English language every exercise and recitation from the prescribed English text-books, but communication between teacher and pupil in matters of discipline, and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English.

Teachers' Institutes.

It is intended to hold annually, for some years a Teachers' Institute, similar to the one held this year, for the purpose of considering the best methods of teaching the different subjects in the Course of Study, and of organizing and managing schools—such institute to continue in session for one week. Great care will be taken to make these institutes helpful to the young and inexperienced teachers, and special attention will be paid to such difficulties as are peculiar to schools in which both French and English are taught. The masters of the Normal Schools and the other officers of the Education Department engaged in this work will be directed to give such assistance as may be necessary.

Model School for French Teachers.

Under the Regulations, as they now stand, County Model Schools hold but one session in the year, and that only for the professional training of teachers. In counties where there is a scarcity of teachers qualified to teach English these schools shall hereafter hold two sessions each year, and shall in conjunction with the ordinary professional course required by the Regulations for County Model Schools, give a full literary course in English in all the subjects prescribed for District Certificates. The final examination

for certificates shall be conducted in the English language. There shall also be an examination in the French language in the subjects of reading, grammar and composition. The Board of Examiners for the county or counties concerned will be entrusted as at present, with the local administration of these schools.

Bi-lingual Readers.

In order to facilitate the study of English and at the same time relieve the parents of French children from the double cost of purchasing text-books in both languages, the Education Department has authorized for the use of schools where the French language prevails, the bi-lingual readers authorized for the French schools in New Brunswick, Nova Scotia and Prince Edward Island. The names and prices of these readers are as follows :—

	Price.
First Reader, Part I.	10c.
First Reader. Part II	15c.
Second Reader	25c.
Third Reader	35c.

* Course of Study in Forms I. II. and III.

Colloquial Exercises in English.

Pupils who have little or no knowledge of English should, on entering school, be taught the names of common objects, as those seen in the school-room, in the play-ground, in the street, on the farm, in the pupils' homes, articles of food, parts of the body, etc.

When a few names have been learned the pupil should be required to use them in phrases and sentences.

This course should be followed for some time before reading is begun and until the pupil has acquired a considerable vocabulary.

The new words in the reading lessons should be taught orally in this way before the lessons are read.

This plan should be followed in every form and till the pupil is able to converse freely in English.

Reading.

In Form I. the Ontario Readers, Parts I. and II., are the authorized French-English Readers, Parts I. and II., should be used.

In Form II. the Ontario Second Reader, or the authorized French-English series Second Reader should be used.

In Form III. the Ontario Third Reader, or the authorized French-English series Third Reader should be used.

In order that the pupil may fully understand the meaning of what he reads and that his vocabulary may be enlarged he should be required to give orally and in writing the meaning of English words, phrases and sentences in other English words, phrases and sentences.

Special drill in pronunciation should be given in each form. Selected passages in prose and verse should be committed to memory.

*The "Course of Study" applies to both French and German Schools except in the matter of text-books in the French or German language.

Writing and Spelling.

Form I.—Copying on slates lessons from blackboard and Reader.
Form II.—As for Form I., with easy oral exercises and dictation ; copy books.
Form III.—Writing on slates, oral exercises, dictation, writing in copy books.

Grammar and Composition.

The instruction should consist of a progressive series of exercises, oral and written, in the correct use of language ; practice in sentence building ; the correction of common errors in conversation ; parts of speech and their inflections. Teachers should use especial care in training pupils to express themselves accurately in all their answers to questions.

Geography.

The teacher should give his pupils a knowledge of direction and boundaries by reference to local circumstances with which pupils are familiar, such as the school house and its surroundings. Definitions as far as possible should be drawn from the pupil through his own observations of nature, or by means of blackboard illustrations. Special attention should be given to the map of the World, of America and of Canada. Map drawing should be practised in each form.

History.

A few of the leading events in English and Canadian History should be impressed upon the pupils by means of conversation. Reference to the part played by the men and women whose names occur in the reading lessons should be dwelt upon by the teacher. An outline of the system of government prevailing in the country should be given to the pupils.

Arithmetic.

The first four simple rules should be thoroughly mastered. Accuracy and expertness in these should be made a special object. Problems to be solved by analysis should be given. Mental Arithmetic, Compound Rules and Reduction.

Drawing.

The exercises in Parts I. and II. of the Ontario Readers or the Kindergarten series of Drawing Books should be used, or the Public School Drawing Books, numbers 1, 2 and 3.

) · · : tions.

In following the course of study herein prescribed, the greater part of the pupil's time in the First and Second Forms will be occupied by colloquial exercises, and in learning to read in French and English. The course in other subjects should consist mainly of blackboard exercises and oral instruction adapted to the attainments and capacity of the pupils without a text book. When the pupil enters the Third Form his knowledge of English should be sufficient to enable him to use all the English text-books authorized for the ordinary public school so far as the course of study makes this necessary. Teachers will, therefore, be expected so to prepare their pupils in English before entering the third form as to render this course practicable.

Course of Study in Form IV.

In the Fourth Form "*Les Grandes Inventions Modernes,*" may, if deemed desirable by the trustees and the inspector, be used by pupils learning French, alternately with the Fourth Reader of the authorized series in English. Robert's French Grammar may,

under similar limitations, be used in addition to the authorized English text-books in this subject. The course of study prescribed in the Regulations for Public Schools should be strictly followed in every subject. Pupils before leaving this form, should be fit to pass the entrance examination into High Schools.

Time Limit.

As the time to be devoted to the study of English in schools where the French or German language prevails depends upon the knowledge of English possessed by the pupils upon entering school, no time limit for the study of English can be fixed, the necessities of his pupils being the teacher's best guide in this matter. It shall be the duty of the Inspector, however, to see that the subjects prescribed for each form are taught efficiently and that the study of French or German does not encroach upon the time necessary to acquire a thorough knowledge of English.

Unauthorized Text-books.

It appears from the report of the Commissioners already referred to that unauthorized text-books have been used in some schools. These should be removed without delay, and the School Act and regulations in this respect strictly adhered to. All text-books heretofore authorized may continue to be used by such schools as have adopted them till the 1st of January, 1891. After that date their use must be discontinued, and the text-books herein mentioned exclusively used. In order that trustees and teachers may understand their position with regard to this matter the following sections from the Public Schools Act (See Revised Statutes, 1887, chap. 225,) and the Regulations of the Department are given :—

205. No teacher shall use or permit to be used as text-books any books in a Model or Public School, except such as are authorized by the Education Department, and no portion of the legislative or municipal grant shall be paid by the Inspector to any school in which unauthorized books are used.

206. Any authorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject, on the written approval of the Trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

207. In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, as the case may be, be liable to a penalty not exceeding $10, payable to the municipality for Public School purposes, together with costs, as the Police Magistrate or Justice may think fit.

Section 183 says " It shall be the duty of the Inspector to withhold his order for the amount apportioned from the legislative or municipal grant to any school section where the teacher uses or permits to be used as a text-book, any book not authorized by the Department."

By Regulation 7, sub-section 9, approved in 1885, " it is the duty of Inspectors to see that no text-books are placed in the hands of the pupils except those authorized for their use. Under the disguise of being books for home study, many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department."

Religious Instruction.

As it also appears from the report of the Commissioners that religious instruction is given in some schools during school hours, and that the regulations on this subject are not generally understood, the attention of trustees and teachers is specially directed to the regulations given below. From these it may be seen that liberal provision is made for religious instruction, according to law. It should be borne in mind that in order to carry out the spirit of the law and the regulations with respect to religious instruction, emblems of a denominational character should not be exhibited in a public school during regular school hours. You will therefore see that the non-denominational character of the public school is strictly preserved, in this as in all other matters respecting religious exercises.

Regulations with respect to Religious Exercises.

8. The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period.

200. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. The Scriptures shall be read daily and systematically without comment or explanation and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the trustees, by resolution, may direct.

202. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the trustees to that effect in writing, and it shall be the duty of the trustees to make such provision in the premises as they may deem expedient.

206. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

I confidently expect that trustees and teachers will faithfully carry out these instructions. It will give me much pleasure to render you all the assistance in my power to promote the efficiency of your schools, in order that every pupil under your care may acquire such a liberal and practical education as would fit him for the duties of citizenship in the highest sense of the term.

GEO. W. ROSS,
Minister of Education.

Education Department,
Toronto, October 18th, 1889.

Toronto, 22nd October, 1889.

My Dear Sir,—I send herewith "Instructions" for Teachers and Trustees in schools where French or German is taught in addition to English. Be good enough to see that they are distributed immediately. I shall expect you to report in detail on your next visit as to every matter to which attention is called in these Instructions, but more particularly as to the extent to which English is studied, the use of unauthorized text books, and the observance of the regulations with respect to religious exercises.

I rely upon your hearty co-operation in carrying out the views of the Department in these matters.

Yours truly,
GEO. W. ROSS.

W. J. Summerby, Esq.,
School Inspector, Russell.

Similar letter sent to Inspectors Dufort, Girardot, Pearce, Alexander, Morgan, Nichols and Clendening.

VII.—COMMISSION ON GERMAN SCHOOLS.

COMMISSION.

Whereas, it is required by the Regulations of the Education Department that instructions shall be given in English in all the Public Schools of the Province, and

Whereas, the said Department is desirous of learning with certainty whether and how far the said Regulations are complied with or what steps should be taken for the more complete enforcement of the said Regulations, and

Whereas, by section 226 of the Public Schools Act the Minister of Education has power to appoint one or more persons as he from time to time deems necessary to report to him upon school matters,

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, *Commissioners*, to visit the schools mentioned in the schedule hereto annexed for the purpose of making full and careful enquiry, by personal inspection and any other way they may deem expedient, into the teaching of English in the said Public Schools in which the German language is taught, and the observance of the Regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed.

The said Commissioners are also authorized and hereby directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the German language as their mother tongue, and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under Regulation 9 of the Education Department.

GEO. W. ROSS,
Minister of Education.

Education Department (Ontario),
Toronto, 9th September, 1889.

To the Hon. G. W. Ross,
Minister of Education,
Province of Ontario.

Sir,—We the undersigned Commissioners having received the foregoing Commission proceeded at once to the discharge of the duties therein assigned to us and have the honor to report as follows :

The schools referred to in the above Commission and visited by us are situated in the Counties of Waterloo, Perth and Bruce. They are found in districts that were settled many years ago by Germans and that are still occupied almost exclusively by people of that nationality. The original settlers came, some of them from Europe and others from German settlements in the United States. Differences of dialect are found among them, but for our purpose in speaking of the language the term German will be sufficient. When schools were first established, the children being unable to speak English, teachers familiar with the German language were engaged and German text-books were introduced into the schools. In the year 1851 when official recognition was given to French Schools in the Regulations then issued by the Council of Public Instruction, the German language also was officially recognized and a knowledge of German grammar on the part of the teachers, was allowed to be substituted for English grammar. Klotz's German grammar was authorized. For a number of years many of these schools were conducted entirely in the German language. As the surrounding districts became occupied by English-speaking people, the German language gradually gave way to the English, so that now the schools, though attended by German children and making some use of German, are practically English schools and the German language is no longer used as the medium of instruction in any of them, except so far as may be necessary to give explanation to those pupils who, on coming to school, know but little English. In the districts visited the population continues almost wholly German, but the people can generally speak English. Their children, therefore, on entering school, though speaking German at home, have in almost all cases some familiarity with the English language so that they can be taught by English-speaking teachers. While the German people recognize the necessity of having their children learn English, many of them desire that some instruction in the German language shall also be given.

Teachers.

All the teachers in the schools and departments visited have regular certificates except in S.S. No. 1, Carrick and Culross. The principal of this school has a certificate, but the assistants—three in number—are nuns and are engaged on their qualifications as Separate School teachers. Of the teachers 12 are German and 6 are English. Of the latter nearly all have some acquaintance with German and some of them can speak the language. The teachers state that their knowledge of German is of great service to them in teaching young pupils who know little or no English.

In the schools of Waterloo, Preston, Baden and Hamburg, German is taught by the first assistant. In Berlin a special teacher is engaged to teach German during the year. In No. 2, Mornington, a German assistant is employed for four months in the year.

Text-Books.

The only German text-books in use are German Readers and Klotz's Grammar.

Schatz's Readers are used in five schools, Reffelt's in eight, Ahn's in two and Reffelt's and Ahn's in two.

A Reader issued by a Lutheran Synod in the United States, and published in St. Louis, and a Reader published in Milwaukee, were used in one of the schools. Another book entitled Bible History is also used as a text-book in four schools.

Ahn's and Reffelt's Readers and the Milwaukee Reader contain no religious teaching.

The reader published by the Synod of the Lutheran Church contains some religious teaching, chiefly Bible history and elementary Christian doctrine.

The Schatz Readers and the Bible History, published for the use of Roman Catholic children, also contain religious teaching.

These text-books, though not authorized, have been introduced by the trustees or teachers as the most suitable they could find.

The authorized English text-books are used in all the schools.

The Use of the German Language.

It is usually left to the parents to decide whether their children shall learn German or not. Of the 2,412 German children on the roll in the schools visited, only 602 were learning German, and of the 483 English children only 56 were learning German. The time given to the teaching of German averages 4⅓ hours per week, or 52 min. per day. The teaching of German consists almost entirely of reading and writing with some translation. German grammar is taught in only four schools. All the subjects on the Public School programme are taught in the English language and German is taught in every case as a separate subject. In a majority of the schools the pupils take German in the 2nd, 3rd and 4th classes only. In four schools the pupils begin in the lowest class. The German pupils who were learning German were quite as well advanced in their studies as those who were not learning German. The learning of German does not seem to have interfered with the progress of the pupils in English or in other subjects.

Religious Instruction.

Religious instruction from the Roman Catholic Catechism is given during school hours in four schools, namely, No. 10, Woolwich, No. 1, Carrick, No. 1, Carrick and Culross, and No. 2, Carrick and Culross. Further religious instruction is also necessarily involved in the use of the Readers mentioned above, which contain religious teaching. The Lutheran Reader is used in No. 2 Mornington. The Schatz Readers and the Bible History are used in No. 10, Woolwich, No. 1, Carrick, No. 1, Carrick and Culross, and No. 2, Carrick and Culross. In No. 4, Carrick, the Schatz Readers alone are used. These schools are opened and closed both in the forenoon and afternoon with the Lord's prayer and with prayers peculiar to the Roman Catholic Church. In No. 10, Woolwich, a crucifix was found, and in No. 1, Carrick and Culross, there were found a crucifix and various images and pictures of a religious character such as are found in Roman Catholic schools. In the other schools there are no religious exercises beyond what is allowed in the regulations.

RECOMMENDATIONS.

Teachers.

It is not necessary to recommend any special measures for providing teachers for these schools, because a sufficient supply of duly qualified teachers who can either speak German or who are somewhat familiar with that language can readily be obtained.

Text-Books.

We have to recommend that a series of German Readers be authorized for use in these schools and that the use of all other German Readers be discontinued.

As only a small proportion—about one-fourth—of the German children learn German in the schools, and as a large majority of these on coming to school understand simple English sentences, we do not deem it necessary to recommend any special provision, such as a bi-lingual series of readers, to facilitate elementary instruction in English.

Religious Instruction.

We have also to recommend that the attention of trustees and teachers of those schools in which the Regulations governing religious exercises are not observed, be called at once to the provisions of the law governing the same.

General Remarks.

In addition to the schools before mentioned there are others in which German is sometimes taught and sometimes omitted according to the prevailing desire of the people. There are also many schools, especially in Waterloo County, in which large numbers of German pupils are found, but in which the German language is not taught.

While the people retain their attachment to their mother tongue, and in many cases desire it to be taught to their children, they recognize the necessity of an English education in this country and give every encouragement to the obtaining of it.

The transition from German to English which has been going on for many years is facilitated by the similarity between the two languages, and by the fact that the German settlements are limited in extent and surrounded by English-speaking people.

As to the knowledge of English possessed by the German children on their first coming to school, there seems to be a difference of opinion. It was stated to your Commissioners that many came with no knowledge of English whatever, but we found on examination that the number of such was comparatively small, and that in most cases the pupils possessed a sufficient vocabulary of English to enable them to make a beginning in their school work. We arrived at this conclusion from the statements of the teachers and from a careful examination of the pupils who had recently entered the schools. One teacher of a large primary division in a village chiefly German stated that in a year and a half only two pupils had come to school who were unable to understand simple sentences in English. The opinion of one of the most experienced Head Masters, thoroughly acquainted with the subject, is as follows: "The number of those children of German parents who, on entering school, are entirely ignorant of the meaning of English words and sentences is exceedingly small. On the contrary, most of them fairly understand simple English speech about familiar matters, though many hesitate for some time to express themselves in English."

The earnestness and attention of the pupils were very noticeable, and their general proficiency was very satisfactory.

The superior character of the school buildings, especially in the towns and villages of Waterloo, proves that the German people take a deep interest in the welfare of their children and provide liberally for their education.

We have pleasure in stating that we were kindly received everywhere by trustees and teachers and every facility was afforded us in the investigation in which we were engaged. We desire to recognize also the valuable assistance rendered us by the Inspectors of the several Counties.

All of which is respectfully submitted.

ALFRED H. REYNAR, M. A.
D. D. McLEOD.
J. J. TILLEY.

October 30th, 1889.

SCHEDULE.

As what has been said in the "general remarks," with reference to the teaching of English applies to all the schools, no special remarks on the condition of each school are necessary. Twenty-eight schools and departments were inspected by us. In graded schools the nationality of those teachers only who teach German is given.

Name or Number of School.	No. on roll.	No. of German pupils on roll.	No. of English pupils on roll.	No. of pupils in attendance.	No. of German pupils who learn German.	No. of German pupils who do not learn German.	No. of English pupils who learn German.	Time given to German per week.	No. of German Teachers.	No. of English Teachers.	Schools in which religious instruction is given during school hours.	Time given to religious instruction per week.
								hours.				hours.
County of Waterloo:												
Waterloo P. S.	447	371	76	403	35	336	7	3	1	.....	.....	.....
Berlin "	947	745	202	851	68	677	13	12½	1	.....	.....	.....
Preston "	249	173	76	212	50	123	17	2¼	1	.....	.....	.....
Baden "	172	146	26	141	16	130	1	10	1	.....	.....	.....
Hamburg "	238	201	37	191	35	166	5	12	1	.....	.....	.....
Wellesley Village P. S.	146	138	8	135	16	122	.....	2½	1	.....	.....	.....
No. 18 Waterloo	37	35	2	26	12	23	.....	1½	1	.....	.....	.....
" 25 "	16	16	.....	16	8	8	.....	2½	1	.....	.....	.....
" 16 Wilmot	38	38	.....	36	5	33	.....	¾	1	.....	.....	.....
" 10 Woolwich	42	42	.....	40	19	23	.....	2	1	.....	1	½
County of Perth:												
No. 2 South Easthope	26	26	.....	18	.....	26	.....	.....	.....	1	.....	.....
" 5 "	33	30	3	15	10	20	.....	1	.....	1	.....	.....
" 8 "	56	52	4	54	21	31	.....	2	.....	1	.....	.....
" 2 Mornington	65	39	26	56	.....	39	.....	.....	.....	1	.....	.....
County of Bruce:												
No. 1 Carrick	43	43	.....	34	22	21	.....	3	.....	1	1	½
" 4 "	74	69	5	53	37	32	1	6½	1	.....	.....	.....
" 1 Carrick and Culross	191	191	.....	163	191	.....	.....	5	1	.....	1	4
" 2	75	57	18	67	57	.....	12	3	.....	1	1	mostly after school.
								average.				average.
Total	2895	2412	483	2511	602	1810	56	4⅓	12	6	4	1⅔

In S.S. No. 2, Mornington, German is taught only during the winter term. In No. 2, South Easthope, German was not taught at the time of our visit, but a class was about to be formed. No. 4 Logan and No. 11 Wellesley were also visited, but we found that German had not been taught this year.

VIII.—EXTRACTS FROM EDUCATION DEPARTMENT REPORTS.

County of Waterloo, 1854. Page 118.

Martin Rudolph, Esq., Wilmot, writes :

" A great drawback for our schools too, is, that our children have to learn two languages, the *German* and the *English*; and well qualified teachers in both languages are few, seeing that they can earn more in any other vocation than that of school teaching. An English teacher who is not acquainted with the German language will meet here with a great many difficulties, as the most of our children speak the German language in their families, and he is not able to make familiar explanations to them. A German teacher who teaches the German language only is of very little use, as it would be unwise to educate children in a country without a knowledge of the language of that country."

County of Russell, 1856. Page 130.

The Rev. Peter Lindsay, Cumberland, writes :

" During 1856. . . . A great many *Freneh Canadians* attended one of the schools, they made excellent progress in the English branches, and I consider it a great advantage to them to be thus situated."

County of Bruce, 1856. Page 186.

John Eckford, Esq., Brant, Carrick, writes :

" I may in a few words, notice the Roman Catholic Separate Schools in Carrick. *German* is the only language taught or spoken. I have urged the necessity of English instruction, at least, in conjunction therewith, and the force of my remarks have been acknowledged and may lead to improvement. I have seldom seen children progress more rapidly than those in this school.

County of Russell, 1857. Page 150.

The Rev. John Edwards, Clarence, writes :

" The average of the general population who can neither read nor write is (as you will see from my report) large. This arises from the circumstance of a great many *French Canadians* having settled here within a few years past, the greater part of whom have grown up destitute of these valuable acquirements. . . . One new school section has been set off this year and others will be so ere long. The French Canadian children who live near attended and made good progress."

County of Prescott, 1858. Page 6.

Humphrey Hughes, Esq., Alfred, writes :

" Although some families have been here more than thirty years, by far the greater part are new settlers,—chiefly *French Canadian*—who heretofore have been very careless about the education of their children, but I am happy to say are now becoming quite anxious on the subject. . . . The French people are becoming more acquainted with the school system and like it better."

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County of Perth, 1860. Page 188.

The Rev. Thos. Macpherson, Easthope, North and South, writes :

" The reason of so many children of school age, in these townships not attending school, is the fact that a large proportion of the inhabitants speak the *German* language. It is very difficult to get suitable teachers for these schools and several of the teachers employed are very imperfect in the knowledge of the *English* language."

———

County of Prescott, 1861. Page 159.

Humphrey Hughes, Esq., Alfred, writes :

" I am sorry to say that the schools in this township are not making that proficiency that I would desire. One great impediment is the greater part of the population are *French Canadians*, who are continually changing places. They do not remain long enough in one locality for their children to be benefited by the schools. Another reason why they are not more benefited is because they employ cheap teachers. They are easily pleased with a teacher if he or she can teach the catechism, etc. I have been trying to persuade them to employ English teachers and have their children learn English and then they can use the national books. Several of them are now anxious for the change."

———

County of Waterloo, 1861. Page 186.

The Rev. J. McMechan, Waterloo, writes :

" As the Department is aware most of our children speak the German language in their homes and this circumstance stands very much in the way of progress in good general English education. I have opportunities . . . of learning the great difficulties that, from time to time, arise by reason of our board granting German certificates. I think these should be abolished. I would respectfully urge upon the Department the desirability of having all teachers in this county and elsewhere throughout the western province capable of speaking, writing and teaching the English language—the language of our legislature, of our judicature and of our general commercial transactions. The permission of a contrary course tends, in my opinion, to retard progress in the education and amalgamation of different nationalities into a homogeneous people."

County of Perth, 1861. Page 189.

The Rev. E. F. A. KAESSMAN, Easthope, South, writes :

"In Upper Canada there are at present a large number of *Germans*, as you may see by the last census. All are desirous of maintaining the German language and therefore require *German-English* schools. Amongst the arguments for this object I mention only the following :—1. By exclusively English schools the people will be alienated from their Church, fall generally into indifferentism and lose all moral restraint; such individuals do not make good citizens. 2. Parents lose their influence upon their children as they are not able to read with them the Word of God at family worship; and 3. In case of sickness children are not able to read the blessed Book to their disabled parents.

"I believe these arguments illustrate the necessity for *German-English* schools. From this now arises the importance of having well-selected books for reading, like the National Reading Books. We must do all we can to educate loyal subjects ; but we can do this only if we have books in our schools in which such principles are laid down as to create attachment to our beloved Queen. Now, would you support the introduction of such German reading books?"

———

County of Prescott, 1869. Page 53.

ALEX. MCLEAN, Plantagenet, South, writes :

"There are some other causes which operate against the progress of education, the greatest of which are the following :—The low standard for the qualification of teachers and employing teachers who can only, and that very imperfectly, teach in French, in sections whose inhabitants have for the most part their business transacted in the English language."

———

County of Prescott, 1868. Page 5.

The Rev. W. LUMSDEN, M.A., Caledonia, Hawkesbury, West, and Hawkesbury Village, writes :

"Lastly, the use of English in the schools is the hope of one who hears *Gaelic* and *French* as frequently as English as the common vernacular of the population."

———

County of Essex, 1870. Page 15.

THÉODULE GIRARDOT, Esq., Sandwich, writes :

"In six schools, the pupils being *French*, that language is taught with the English.'

———

Mr. Steele, in the same report, page 73, speaks of the "mixed nature of the population, *three* languages being spoken in some schools, viz., the English, French and Gaelic; and *two*, the English and French, in very many."

County of Essex, 1872. Page 99.

Théodule Girardot, Esq., writes:

"I have a few schools which are not provided yet with teachers. In three of them (the population being entirely *French*,) the *French* is acquired along with the English. . . . Four or five years ago two nice brick buildings were erected on beautiful spots in Sandwich, over an acre each and neatly fenced; one for the use of the *French* population and the other for the English."

———

County of Russell, 1874. Page 26.

Rev. Thos. Garrett, writes:

"Many of the schools are half English, half *French* as to language, and rarely in such schools do we find the ideal teacher in charge."

———

County of Essex, 1876. Page 117.

Th. Girardot, Esq., writes:

"Some years ago the number of qualified teachers able to teach both *French* and *English* in those schools situated among the *French* population of this county, was limited. Now, I am pleased to say that the number of our teachers, in general, is increasing every year."

———

District of Nipissing No. 1, Nattawan. 1876.

Rev. E. H. Jenkyns, M.A., writes:

"Three languages prevail amongst the pupils, viz.: *French* which predominates, *English* and *Indian*. And as long as this difficulty exists, the teacher who undertakes to teach English subjects, must encounter a very serious obstacle in the way of progress and efficiency."

———

County of Russell, 1877. Page 18.

Rev. Thos. Garrett writes:

"Of the twenty special certificates a very large portion are held by persons of some experience, principally *French* from Quebec Province. Our French-speaking population manifest a commendable readiness in providing adequate school accommodation; but, failing any appreciable advance in the education of their children, they begin to complain and justly so of unprofitable expenditure. I exert every available effort to encourage these special classed teachers, especially those who speak *French* and *English*, to study our text-books or attend our better schools and thereby strive for the mark; but it is only too evident, from their inability in presence of their classes in the school under charge, that they have never had a taste of fundamental training."

Counties of Prescott and Russell, 1882. Page 117.

Inspector Summerby, writes:

"French Schools.—We have now over sixty French schools. The teachers of these schools hold either temporary certificates or extensions, and are nearly all untrained. As our French population does not generally take advantage of the education offered by our High Schools, we have to depend on the Province of Quebec for our supply of French teachers, and the standard of education there is so much lower than it is in Ontario that few of them are able to pass our Third-Class examination. It is highly desirable that some provision be made for the education and training in the Counties of our French teachers."

Inspector J. F. White, Inspector of R. C. Separate Schools, *writes in Report for 1882. Page 131.*

"French and German Schools.—In Waterloo County there are many sections where German is the language of both teachers and pupils. Generally, in those schools, one-half of the day is devoted to teaching in the mother tongue and the other part to English studies. In these, thanks to the energy and proficiency of their teachers, they have made very great progress, in some places doing quite as well as the pupils of schools where English alone is taught.

"In several places in Essex and in the counties adjacent to the Ottawa, French is the language of the people and of the schools. Though the attention paid to their own tongue is highly praiseworthy, and the progress made therein very fair, it is much to be regretted that English, the great language of the country, is so frequently neglected. In some of the places in Eastern Ontario it is quite unknown to teachers or pupils. This necessitates the carrying on in French of the examination of the classes, and of the whole work of inspection."

R. C. Separate Schools, Western Division, 1884. Page 159.

Inspector Donovan, writes:

"In this district in nine class rooms English and French are both used, and in fourteen class rooms English and German.

District of Nipissing, 1885. Page 56.

No. 1 McKim. Inspector Scott, writes:

"The population of the place (Sudbury) is sufficiently large to support a good school but as a portion of it is French a teacher who cannot speak that language labors under a disadvantage, especially with the young children when they first come to school, most of whom do not speak English or understand it. Apart from his want of knowledge of the French language, the teacher was thoroughly competent and efficient."

R. C. Separate Schools, Eastern Division, 1885.

Inspector White, writes :

"French Schools.—In some of the counties along the Ottawa river, but chiefly in the counties of Prescott and Russell, there are several separate schools in which *French* children form either the majority or the whole of those in attendance. In general both the *English* and *French* languages are taught in all such schools. Sometimes the principal part of the studies is in English, and the subjects taught in *French* are reading, grammar, composition and religious instruction—this even when the great bulk of the pupils speak *French* as their mother tongue. In other cases the two languages receive about equal attention and sometimes the greater part of the teaching and instruction is given in *French*. However, of the whole number of teachers in these French schools—thirty—there were but two or three who were teaching exclusively in French ; nor are these, I am told, schools in which English has never been taught, but the scarcity of teachers capable of giving instruction in both languages led to the engaging of those who knew only *French*, as that is the language of all the pupils in these particular schools."

"As to these teachers' qualifications, many of them have diplomas obtained from Boards of Examiners in the Province of Quebec, several have certificates granted by the local Board in Prescott and Russell, and others have only temporary certificates. There are several difficulties to be overcome before there will be properly qualified teachers for such sections. The first is the lack of schools at which the French candidates can prepare for an examination to be conducted to a considerable extent in their own language. . . . Not alone in literary culture is an improvement needed in regard to these teachers, but in special preparation for their profession. Much good was expected to result from the training to be given in the French Model School. . . . In this school instruction in the English subjects should be given, as well as in the art of teaching; for only when the teachers have a proper knowledge of English can we hope for it to be taught with satisfactory results."

R. C. Separate Schools, Eastern Division, 1887. Page 137.

Inspector White, writes :

"In about seventy-five departments in this division the French language is taught to a greater or less extent. There are over thirty such classes in Ottawa, the others being in rural sections. The great majority of these schools are in districts almost purely French. English is, therefore, an unknown tongue to most of the children on their first coming to school. . . . In all these schools, without a single exception, English has been taught this year. In some sections, despite the fact of there being very few, if any English supporters, the teaching of English has received by far the greater attention, and the pupils are more advanced in it than in their French studies. . . . It cannot be said that in all cases instruction given in these schools is perfectly satisfactory, for several teachers have too limited an acquaintance with English to impart it successfully to their pupils. . . . In view of the many serious obstacles in the way, it must be said that many of these schools show good results."

Western Division, 1887.

Inspector Donovan, writes :

"The French and German Schools.—In this division there are twelve French and Sixteen German classes, where the French and German languages respectively are more or less taught. The teachers of these schools, while instructing in reading, spelling, christian doctrine, and sometimes other subjects in the mother tongue of their pupils, faithfully follow the departmental programme of (English) studies. In spite of the additional labor involved, these schools, taken all around, are as successful as most, and more successful than some of their confreres where no language but English is used."

R. C. Separate School, Western Division, 1888. Page 127.

Inspector White, writes :

"French is taught in thirteen departments and German in nineteen, in addition to the ordinary work in English. . . . In nearly all cases the pupil's work in English was most satisfactory, the exceptions being in a few classes of young pupils whose knowledge of spoken English was somewhat limited, as they knew only their mother tongue on first coming to school. In several of these departments the work in English compared most favorably with that in schools where but one language is found."

IX.—THE L'ORIGNAL CASE.

L'ORIGNAL, 13th April, 1886.

To the Honourable
THE MINISTER OF EDUCATION,

DEAR SIR,—I have beeen requested by a number of parties to inquire of you respecing the amendment lately added to the School Act, by which Protestant minorities were enabled to form separate schools in sections such as this—Prescott County—where the Roman Catholic population is in a majority.

I submit a question or two, hoping that you will, with your accustomed kindness, answer them. 1. Is any provision made in the Act for a division of the school building and yard where the school house is large enough to accommodate both parties? If the party separating is obliged to leave the school, do you think that in a particular case like this one in L'Orignal, where an $8,000 building was erected by the Protestant population with but very little assistance—I think about one-fourth from the Roman Catholic—and the Protestants still paying the greater part of the taxes, but the Roman Catholics having the majority of votes, and having elected at the last election for trustees a full Board of Roman Catholics, that the Roman Catholics who hold the school could not be forced to divide the school, or agree to buy the Protestant interest in it or sell theirs? 3. When do the new amendments come in force as law, and can be used as such?

Hoping you will be pleased to enlighten us.

I remain, etc.,

J. HOWARD HAY.

Address—
J. HOWARD HAY,
L'Orignal, Ont.

TORONTO, 20th April, 1886.

DEAR SIR,—On the subject of your letter of the 13th inst., it is the opinion of the Minister that the position of the supporters of a Protestant separate school is very similar to that of the supporters of a Roman Catholic separate school.

On the establishment of a separate school the supporters thereof become relieved from public school rates, but the law does not give them a claim for a refund of any portion of the value of the public school building erected while they were still public school supporters. The law does not provide for the holding of a public school and a separate school in the same building.

The Act passed this year was a consolidation of the law already in existence, excepting in one or two particulars, and is now in operation.

Yours, etc.

ALEX. MARLING,
Secretary.

J. HOWARD HAY, Esq.,
L'Orignal, Ont.

L'Orignal, Ont., 9th December, 1886.

Sir,—I beg to hand you herewith a petition signed by the Protestant ratepayers of public school section No. 1, in the village of L'Orignal, respecting the public school of said section, and also with regard to the interest of a separate school for Protestants, which is shortly to be established within the municipality.

I hope you may be pleased to give the earnest prayer of the petitioners your early and careful attention.

I have, etc.,

EDEN P. JOHNSON.

Hon. Geo. W. Ross,
Minister of Education, Toronto, Ont.

To the Hon. Geo. W. Ross,
Minister of Education, Toronto.

Sir,—The petition of the undersigned Protestant ratepayers of public school section No. 1, in the village of L'Orignal, County of Prescott, humbly sheweth :

That at the last annual meeting for the election of trustees for this school section, the Roman Catholic ratepayers succeeded in electing all the new members, and thus obtained a controlling influence on the school board—the board immediately after the said election being composed of four Roman Catholic members and two Protestant members—the last two mentioned being respectively the chairman and the secretary-treasurer of the board.

At the first meeting held by the new board, one of the newly elected Roman Catholic members was appointed to the position of chairman and another to the position of secretary-treasurer, and very shortly afterward the board decided to employ none but French Roman Catholic teachers in the school. The school was at that time conducted by a duly qualified Protestant headmaster, a Protestant female English assistant teacher, and a Roman Catholic French assistant female teacher, all of whom were giving satisfaction in the discharge of their respective duties.

Notwithstanding the presentation to the board of a very numerously and respectably signed petition to the contrary, at the end of the then current half year, all the said teachers were discharged, and two French Roman Catholic teachers—a male and a female—were engaged to take control of the school. Mr. Campbell, the late secretary-treasurer of the board had, in the meantime, resigned his position on the board, and his place had not then, and has not yet, been filled.

The Protestent ratepayers of the section then unanimously decided that they would apply for the establishment of a separate school for Protestants, under the provisions of the Act of this Province respecting Separate Schools, but as such a school could not be legally put into operation before the commencement of the new year, it was decided in the meantime to organize a private school for the balance of the present year, and pay the necessary expense thereof with their own voluntary contributions. Such a school has been opened, and is now in active and successful operation here.

The school building is a large and commodious brick structure, which was erected in the year 1877, at an expense of about $7,500, principally borne by the ratepayers of this

school section, and consists of a front building containing a large hall with double staircases and four good school rooms—two below stairs and two above stairs—with a wing running back from the main building containing a hall with staircase and two good school rooms—one below stairs and one above stairs—the wing having been intended for the accommodation of a high school.

Until the month of July last but three rooms had ever been occupied in the whole building; one of the lower rooms in the main building having been occupied by the pupils under the French assistant teacher, and the two upper rooms by the pupils under the head master and the English assistant teacher, respectively. During the current half year only two of the four rooms in the main building have been used,

On completion of the arrangement for the private school, application was made to the Board on behalf of the same, for permission to use one of the two unoccupied rooms in the main building, but the said Board of Public School Trustees peremptorily refused such request and the said private school has since been conducted in one of the rooms belonging to the high school part of the building, by permission obtained from the High School Trustees.

Pursuant to the provisions of the Ontario Statutes 49 Vic. Chap. 46, application has recently been made in writing to the Public School Trustee Board of this school section, for permission to establish a separate school for Protestants within the limits of this school section, and the said Board has been compelled to pass a resolution authorizing the establishment of such a school at the commencement of the incoming year.

At the time of passing the said resolution the said Board of Public School Trustees adopted another resolution declaring that the proposed Protestant separate school should not be allowed to occupy the high school building.

We are creditably informed and believe that our public school, as now conducted, is not kept in accordance with the rules and regulations, and the laws respecting public schools in this Province. That the Roman Catholic Church Catechism is regularly taught there in school hours, and that much of the time and attention of the pupils of the said school has been, and is, constantly taken up with their observance of the forms and ceremonies of the Roman Catholic Church.

A careful examination of the assessment roll of this municipality for the present year shows that the total assessment of this school section amounts to $120,765, of which sum $79,515 represents the assessed value of property owned by Protestant ratepayers, and the balance $41,250 is owned by Roman Catholic ratepayers, and included in the latter amount are the properties of several prominent supporters of the existing private school, and who are known to be favorable to the establishment of a separate school for Protestants, and are likely to be supporters of such a school.

It is quite clear that the Trustees of the public school of this section will do all in their power to exclude the protestant separate school from the school building which the supporters of the latter have so largely contributed to build, and that no amicable arrangement for a division of the school building is likely to be willingly come to with them.

Therefore, your petitioners humbly pray that you may, in the judicious exercises of your official authority cause a careful investigation to be made in the management and condition of our public school with a view of guarding and protecting it against any of the objectionable features to which reference has been made, and keeping it strictly within the legitimate lines which are laid down in the code of laws respecting public schools in this Province.

And, also, that you may at as early a date as possible, take steps to secure for the Protestant separate school, which will be put into operation here at the commencement

of the approaching new year, absolute control of one-half of the said public school building for the purposes of said school.

And your petitioners as in duty bound will ever pray.

L'Orignal, 1st December 1886.

JOHN MILLAR,
M. MILLAR,
DANIEL BUCHAN,
WILLIAM WRIGHT,
FREDERICK WINTERS,
EDEN P. JOHNSON.
JNO. O'BRIAN,
ROBERT HALL,
JAMES BANFORD,
GEO. M. CUMMINGS,
GEORGE GALE,
ROBERT R. McEVOY,
WILLIAM CROOKS,
JAMES F. McEVOY,
JOHN O'BRIAN, Jr.
A. O'BRIAN,
JOHN FRAZER,
JOHN D. CAMERON,
WATSON LITLE,
JOHN FAIRLIE,
A. W. EDWARDS,
J. L. BATES,
NATHANIEL BATES,
E. A. HALL,
ROBERT DONALDSON,
P. H. McINTOSH,
M. B. JORDAN,
MORTIMER CUMMINGS,
WM. BANFORD,
S. W. WRIGHT,
E. A. JOHNSTON, (Warden U. C. P. & R.)
COLIN G. O'BRIAN,
JOHN COCHRANE,
JAS. UNSWORTH,
W. S. HALL,
JOHN CAMPBELL,
R. G. CAMPBELL,
ANDREW BUCHAN,
JAMES BUCHAN,
ROBERT HAMILTON,
EDWIN CUMMINGS,
FREDERICK CLARE,
JOHN JOHNSTONE,
JOHN FRELIGH,
E. H. CLARE,
DAVID HANNAH,
J. H. HALL,

Education Department,
Toronto, 14th Dec., 1886.

Dear Sir,—The Minister has had under consideration you letter of 9th instant, and the accompanying petition by the Protestant ratepayers of L'Orignal, and he requests that you will inform him of the title under which the school building is held, and also transmit copy of the deed.

Yours, etc.,

ALEX. MARLING,
Secretary.

E. P. Johnston, Esq.,
L'Orignal.

L'Orignal, 17th Dec., 1886.

Dear Sir.—I beg to acknowledge the receipt of your letter of the 14th instant, No. 6165 C. 2, and have to state in reply for the information of the Minister that the title under which the school building is held by the Board of School Trustees of the village of

L'Orignal, is a deed in fee simple of the land upon which the said building has been erected. The title is perfect, and the lot not encumbered. I enclose herewith as requested, a certified copy of the deed.

Yours very sincerely,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,
Secretary Education Department, Toronto.

THIS INDENTURE, made the twenty-fifth day of September, in the year of our Lord one thousand eight hundred and seventy-seven, in pursuance of the Act respecting Short Forms of Conveyances.

BETWEEN

John Gillies, the Elder, of Carleton Place, in the County of Lanark, in the Province of Ontario, gentleman, of the first part.

The Board of School Trustees of the Village of L'Orignal, in the County of Prescott, and Province aforesaid, of the second part; and

Mary Gillies, wife of the said party of the first part, made a party hereto for the purpose of barring her dower merely, of the third part.

Witnesseth, That in consideration of six hundred dollars of the lawful money of Canada now paid by the said party of the second part to the said party of the first part the receipt whereof is hereby acknowledged, he, the said party of the first part doth grant unto the said party of the second part, their successors and assigns, as such School Board forever, all and singular, that certain parcel and tract of land and premises situate, lying, and being in the Village of L'Orignal and County of Prescott, which may be known and described as follows:

Commencing at a post planted at the south-westerly corner of the parcel hereby conveyed or intended so to be, at the distance of three chains and twenty-three links on a course north sixty-three degrees thirty minutes east, magnetically from the south-east corner of that certain village lot now owned and occupied by John Wurtele Marston, lying on the east side of Wharf Street, and fronting on the Ottawa River; thence north twenty-six degrees thirty minutss west two chains and ninety links, more or less, to the high water mark of the Ottawa River; thence returning along said line to the place of commencement; thence continuing on the said course north sixty-three degrees thirty minutes east four chains and twenty-five links to a post; thence north twenty-six degrees thirty minutes west four chains and thirty links, more or less, to the high water mark of the Ottawa River; thence in a south-westerly direction against the stream along the high water mark of the said Ottawa River, to the intersection of the western boundary of the said parcel above described;

Containing by admeasurement one acre and one-half of an acre, be the same more or less, and being in all respects in accordance with the annexed plan, drawn by Robert Hamilton, Provincial Land Surveyor, and dated L'Orignal, the first day of September, A.D. 1877. Together also with a right of way from King Street to the south point of said hereby released premises through a continuation of Peter Street on the south side of King Street, such continuation of Peter Street at the north side of King Street to be on the same lines entended, and the same width from King Street to the said hereby granted and released premises;

To have and to hold the said hereby granted and released premises unto the said party of the second part, their successors and assigns, to and for their sole and only use forever. Subject nevertheless, to the reservations, limitations, provisoes and conditions expressed in the original grant thereof from the Crown;

The said party of the first part, covenants with the said party of the second part, that he has the right to convey the said land to the said party of the second part, notwithstanding any Act of the said party of the first part ;

And that the said party of the second part shall have quiet possession of the said land, free from all encumbrances ;

And that the said party of the first part will execute such further assurances of the said lands as may be requisite ;

And that the said party of the first part has done no act to encumber the said land

And the said party of the first part releases to the said party of the second part all his claims upon the said land ;

And the said party of the third part, wife of the said party of the first part, hereby bars her dower in the said land.

In witness whereof the said parties hereto, have hereunto set their hands and seals the day and year first hereinbefore written in duplicate.

Sealed and delivered in presence of } JOHN GILLIES. [L.S.]
JAMES GILLIES. } MARY C. GILLIES. [L.S.]

Received on the day of the date of this Indenture from the said parties of the second part the sum of six hundred dollars, being the full consideration therein mentioned.

JOHN GILLIES.

Witness, JAS. GILLIES.

COUNTY OF LANARK, } I, James Gillies of the Village of Carleton Place, in the County
To Wit : } of Lanark, Gentleman, make oath and say :

1. That I was personally present and did see the within Instrument and duplicate thereof duly signed, sealed, and executed by John Gillies and Mary C. Gillies, two of the parties thereto

2. That the said Instrument and duplicate were executed at the village of Carleton Place.

3. That I know the said parties.

4. That I am a subscribing witness to the said Instrument and duplicate.

Sworn before me at Carleton Place, in the County of Lanark, this thirty-first day January in the year of our Lord, 1878. } JAMES GILLIES.

JAMES POOLE,
A Commissioner for taking affidavits in B. R. etc.

[A true copy.]

Given under my hand and seal of office at L'Orignal, this 17th day of December A.D. 1886.

JOHN HIGGINSON,
[L.S.] Registrar.

EDUCATION DEPARTMENT,
TORONTO, 20th Dec., 1886.

DEAR SIR,—Your letter of 17th instant, with enclosure is duly received, and you would further oblige by stating whether any portion of the funds for the building were raised for high school purposes, or from municipal grants for such purposes, as you observe that "the wing was intended for the accommodation of a high school."

Yours, etc.,

ALEX. MARLING,
Secretary.

EDEN P. JOHNSON, Esq.,
L'Orignal.

L'ORIGNAL, 23rd Dec., 1886.

DEAR SIR,—In reply to your letter of the 20th instant, just received, I beg to explain that the wing of the L'Orignal school building intended for the accommodation of a high school, although attached to the main building, is separate and distinct therefrom with reference to interior accommodation.

The wing has its own outside door and interior hall, and staircase, and there is no communication between the wing and main building from the inside. The wing cost about *one-third* of the whole, and that proportion, say $2,500, has been provided by our high school district which for one year after the debt was incurred, consisted of the Township of Longueuil including this village. About $600 was paid by the said township after the incorporation of this village on account of said debt, after which the township withdrew itself into a separate high school district, without duties or responsibilities respecting such a school, leaving the burden of the payment of the balance of this debt upon the reduced limit of our high school district, which is now simply the incorparated village of L'Orignal.

The cost of the public school part of the building—say $5,000—has been, and is, being entirely provided by the ratepayers of School Section No. 1, L'Orignal—only a portion of this municipality—appart from their additional annual assessment for the debt on the high school wing.

Yours very respectfully,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,
Secretary Education Department, Toronto.

L'ORIGNAL, 24th Dec., 1886.

DEAR SIR,—I omitted to mention to you in my letter of yesterday that one-half acre of the one and a half acre in the school lot was purchased on behalf of the high school, although the deed was executed for the whole lot in favor of the Public School Board.

The Protestant ratepayers petition is, of course, for a division of the front or main building alone.

Yours etc.,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,
Secretary Education Department,
Toronto.

TORONTO, 31st Dec., 1886.

MY DEAR SIR,—The Minister desires that you proceed to L'Orignal by way of Ottawa, where Mr. Summerby will join you (as arranged) on Monday next, in order that you may together meet the Public School Board and the promoters of the proposed Protestant separate school, with the view of arranging the matters in dispute.

It is the Minister's opinion that if the school can be preserved as a public school without the secession of the Protestants it would be very much better. If it is found impracticable to bring about a fusion, it will remain to be seen what suitable and fair arrangements can be had for the proper accommodation of the proposed separate school.

Yours, etc.,

ALEX. MARLING,
Secretary.

J. J. TILLEY, Esq., Toronto.

Similar letter sent to W. J. Summerby, P. S. I. Prescott and Russell.

TORONTO, 21st December, 1886,

GENTLEMEN,—I am desired by the Minister to inform you that Messrs. Tilley and Summerby, inspectors, have been instructed to proceed to L'Orignal to meet the Public School Board and the promoters of the Protestant separate school, with the view of arranging the matters in dispute.

Yours, etc.,

ALEX. MARLING,
Secretary.

The PUBLIC SCHOOL BOARD,
L'Orignal.

Similar letter sent to the promoters of Protestant separate school.

TELEGRAM.

RUSSELL, 1st January, 1887.

Will meet Inspector Tilley at Windsor Hotel, Ottawa, on Monday at one o'clock

W. J. SUMMERBY.

A. MARLING,
Secretary, Education.

L'ORIGNAL, 29th December, 1886.

SIR,—In campliance with the Ontario Act, 49 Vic. chap. 46, section 28, sub-section 14, I beg to hand you herewith a correct copy of the minutes of a first meeting of Protestant ratepayers of the village of L'Orignal, called pursuant to notice, for the purpose of appointing six trustees for the Protestant separate school of this village.

I have, etc.,

E. A. JOHNSON,
Chairman.

Hon. G. W. Ross,
Minister of Education, Toronto.

MINUTES OF A MEETING OF SUPPORTERS OF A PROTESTANT SEPARATE SCHOOL, L'ORIGNAL.

Meeting held pursuant to notice in the high school building, Wednesday' 29th December, 1886, at noon.

On motion, Mr. E. A. Johnson was appointed chairman, and Mr. C. G. Brian, secretary.

The chairman read the notice calling the meeting.

1. Moved by M. Miller, seconded by John Fraser, that E. A. Hall, Robert Hamilton and Mrs. Banford, are fit and proper persons to be trustees of the Protestant separate school of the village of L'Orignal, for the ensuing legal term of such appointment.—Carried.

2. Moved by John Fraser, seconded by P. H. McIntosh, that E. P. Johnson, Matthew Millar and George Gale, Esquires, are fit and proper persons to be trustees of the Protestant separate schoool of the village of L'Orignal, for the ensuing term of such appointment.—Carried.

E. A. JOHNSON,
Chairman.
COLIN G. O'BRIAN,
Secretary.

RUSSELL, 8th January, 1887.

SIR,—Following the instructions contained in your letter of the 31st ultimo, I met Mr. Tilley, in Ottawa, on Monday evening last, and accompanied him to L'Orignal.

The result of our mission has no doubt been communicated to the Minister by Mr. Tilley.

Below I set forth a statement of my actual travelling and hotel expenses for the trip which, I suppose, the Minister will be willing to have me repaid.

I have, etc.,
W. J. SUMMERBY,
Inspector of Public Schools.

The SECRETARY,
Education Department, Toronto.

Statement of expenses of W. J. Summerby, referred to in the above letter :

Railway fare, C. A. R., $1.25 ; C. P. R., $3.15	$4 40
Stage and cab fare	3 00
Hotel expenses	4 60
	$12 00

EDUCATION DEPARTMENT,
TORONTO, 12th January, 1887.

DEAR SIR,—The Minister desires me to thank you for your services in the matter of L'Orignal, and will remit the amount of your expenses.

Yours, etc.,
ALEX MARLING,
Secretary.

W. J. SUMMERBY, Esq.,
School Inspector, Counties Prescott and Russell.

Toronto, January 10th, 1887.

Hon. G. W. Ross,
Minister of Education, Toronto.

Sir,—Pursuant to instruction, I visited L'Orignal in connection with Mr. Summerby, County Inspector, and have to report as follows:—

The schools of the village formerly consisted of a public school and a Roman Catholic separate school. Some twelve or fifteen years ago the separate school was discontinued, and the trustees of the public school agreed to engage a French teacher in one of the departments for the French pupils. This has been done continuously since the abolition of the separate school. As the attendance of French pupils continued to increase, the French portion of the ratepayers demanded a second French teacher, which request was not granted. Instead of this, two English teachers were employed. One of these divisions consisted almost wholly of English children and the other mainly of French, but the English language alone was spoken in these two rooms. At the election of trustees for 1886, a majority of French trustees was chosen and the principal of the school, the teacher of the senior English division soon after resigned, and another vacancy occurred in the school. The trustees then advertised for two French teachers capable of teaching both French and English. As soon as it became known to the English ratepayers that a Catholic French teacher was to be employed to teach their children, they immediately took steps to form a Protestant separate school, and during the second half of the year engaged a private teacher for their children. The separate school has been properly formed, trustees elected, and a teacher engaged for the present year. The French ratepayers are to the English ratepayers in the proportion of about two to one, and the French children to the English children about two and-a-half to one, while the assessment roll shows that the property owned by the English ratepayers is valued at $79,515, and that by the French $41,250. In 1877 a public school building of four rooms was erected at a cost of about $7,500, and to this at the same time, was added a wing of two rooms for a high school. The cost of the latter was about $2,000. The L'Orignal High School was closed in 1874, but as the people thought it might again be opened, it was decided by the trustees to provide suitable accommodation for it when a public school building was being erected. This portion of the building has remained unoccupied till the present time, and it is very unlikely that a high school will ever again be opened there. The high school district is somewhat larger than the public school section. The latter is S. S. No. 1, Longueuil, while the former includes S. S. No. 1, and a portion of S. S. No. 2, Longueuil. The high school board has been kept in existence by the county and village councils. Debentures for the payment of the cost of the public school were issued in 1877 to run twenty years, consequently half of the debt still remains unpaid. Debentures for a similar term were also issued by the high school trustees to pay for the high school building. An acre of land was purchased by the Public School Board for their school, and when it was decided to erect a high school building in connection with the public school, an additional half acre of land was purchased by the Public School Board, and it was agreed that upon the payment of $200 or $300 by the High School Board to the Public School Board, this portion of the play-ground should become the property of the High School Board. This agreement was not put in writing, but at least four persons will make affidavit to the facts. The separate school is now taught in the high school building by permission of the High Scoool Board and will continue to occupy this building, unless the Public School Board succeeds in preventing the High School Board from allowing their building to be used for separate school purposes. A re-union of the public and separate schools is at present entirely out of the question, but if the separate school be allowed quietly to occupy its present quarters, the time may come when present feelings have subsided and the unwisdom of the present division has become apparent, that the old lines of union may be restored, but at present it is impossible. It is undoubtedly a very great hardship that the English Protestant ratepayers must continue for ten years to pay two-thirds of the debt to which I have referred, especially as the public school building has more than sufficient accommodation for both schools. This, however, cannot well be avoided, but the hardship will be very much aggravated if the Public School

Board is obliged to erect another building. To prevent this, permission should be given to the High School Board to lease for a term of years at a nominal rental to the Public School Board, if indeed they should not be allowed to sell the property. The fact that the building has lain idle for ten years, and that the high school has remained closed for thirteen years without any attempt to re-open it, would, I think, furnish satisfactory reasons to justify the sale of the property.

All of which is respectfully submitted.

I have the honor to be,
Sir,
Your obedient servant,

J. J. TILLEY.

EDUCATION DEPARTMENT,
TORONTO, 13th January, 1887.

DEAR SIR,—The Minister desires me to state for the information of your Board that having had under consideration the question of school accommodation for the Protestant separate school, he has suggested to the High School Board that it would be greatly to the advantage of all parties concerned for the High School Trustees to secure a title to their property, as soon as possible, in order that they may have full power to lease their school buildings to the Separate School Trustees, which would appear to be a desirable arrangement.

Yours, etc.,

ALEX. MARLING,
Secretary.

E. A. HALL, Esq.,
Protestant Separate School Trustee,
L'Orignal.

EDUCATION DEPARTMENT,
TORONTO, 13th January, 1887.

DEAR SIR,—The Minister has had under consideration the question of the position of the Protestant Separate School Board of L'Orignal with reference to school accommodation. He understands that their school is at present accommodated in that part of the school building erected for the purposes of a high school and under the control of the High School Board.

The Minister is of opinion that it would be greatly to the advantage of all parties concerned for the High School Trustees to secure a title of their property as soon as possible; they will then have full power to lease their school building to the Separate School Trustees.

Yours, etc.,

ALEX. MARLING,
Secretary.

Messrs. THE HIGH SCHOOL TRUSTEES,
L'Orignal,
Per E. P. Johnson.

L'ORIGNAL, 14th January, 1887.

SIR,—As required by the Ontario Act 49 Vic. Chap. 46, sec. 29, sub-sec. 13. I beg to state for your information that the L'Orignal separate school for Protestants has been legally organized, and that the following gentlemen have been duly elected as trustees

for the present term, viz :—Robert Hamilton, Eden P. Johnston, Matthew Millar, E. A. Hall, Wm. Banford and George Gale, all of L'Orignal.

At a first meeting of the said Trustee Board, Robert Hamilton, Esq., was appointed Chairman, E. P. Johnson, Secretary, and Matthew Millar, Treasurer.

Mr. J. Howard Hay has been engaged by the Board to teach the school during the present year, and by permission attained from the Board of L'Orignal High School Trustees, our Protestant separate school will be conducted for the present in one of the rooms of the high school building.

Yours, etc.,

EDEN P. JOHNSON,
Secretary L'Orignal Protestant Separate School.

Hon. G. W. Ross,
Minister of Education, Toronto.

L'Orignal, 12th January, 1887.

Sir,—Since the establishment of the Protestant separate school in the village, several of the Roman Catholic ratepayers have expressed a desire to have their properties assessed for the support of the Protestant separate school, instead of the public school, as heretofore, in order that they may be allowed to send their children to and enjoy the advantages of instruction in the Protestant school.

Have they a legal right to do so, if they wish?

Yours, etc.,

EDEN P. JOHNSON,
Secretary L'Orignal Protestant Separate School.

Hon. G. W. Ross,
Minister of Education, Toronto.

L'Orignal, 28th January, 1887.

Hon. G. W. Ross,
Minister of Education, Toronto.

Sir,—At the request of our Board of Trustees, I wrote you on the 12th instant asking if Roman Catholic ratepayers in this village can enjoy the privilege of having their properties assessed for the support of the Protestant separate school, instead of the public school of the section, if they desire to do so. I have not yet been favoured with a reply to that letter, and as the question has been frequently asked by interested parties, you would confer a favor by making the point clear to us at your earliest convenience.

I have, etc.,

EDEN P. JOHNSON,
Secretary L'Orignal Protestant Separate School Board.

Education Department,
Toronto, 7th February, 1887.

Dear Sir,—With reference to your enquiry the Minister does not find any provision or any law which authorizes Roman Catholic ratepayers to be supporters of a Protestant separate school.

Yours, etc.,

ALEX. MARLING,
Secretary.

Mr. E. P. Johnson,
L'Orignal.

X.—MEMORANDUM ON FRENCH AND GERMAN BOOKS SUPPLIED FROM THE EDUCATIONAL DEPOSITORY.

Catalogue of 1852.

Announced French Embossed Maps of Europe, Spain and Portugal, France and Belgium, Germany and Holland, British Isles, North America, Switzerland, p. 14.

Catalogue of 1856.

Descriptive Catalogue for Public Schools in Upper Canada announced French Maps, pp. 11, 15; French Text Books, p. 41; French Authors, p. 52; French Literature, p 54.

Catalogue of 1859.

Supplemental Catalogue for Public Schools in Upper Canada announced French Text Books, p. 46.

Catalogue of 1866.

Announced Prizes for Public Schools in Upper Canada, also Prizes for German Schools, p. 35.

Catalogue of 1867.

Announced upwards of six thousand volumes, English and French, offered for sale by auction in Montreal.

Catalogue of 1868.

Announced Public School Libraries, Teachers' Professional and Municipal Libraries, County or City Jail Libraries, Sunday School Libraries, Department of German Books suitable for Libraries, Prizes, p. 93.

Catalogue of 1872.

List of Text Books authorized for use in the Public Schools, French and German Books, p. 7.

French and German books from the following publishing houses were kept for sale in the Depository :—

French Literature, History, etc. Hachette & Co., London.
French Tales and Prize Cards. Christian Know. Society, London.
Roman Catholic books, both in French and English. Sadlier & Co., Montreal.
German books, History, Biography, Literature, etc. American Tract Society, New York.

Specimens of many of the French books formerly supplied for libraries and prizes are in the Educational Library, and specimens of French maps, philosophical charts, globes, etc., are in the Museum.

According to the Public Schools Act 100 per cent. was allowed from the Legislative Grant on all orders for prize and library books, no distinction being made as to language.

S. P. MAY,
Formerly Superintendent Depository.

25th October, 1889.

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